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BENCHMARK • G

Big and Small Cats



Written by Chuck Garofano

www.readinga-z.com

Big and Small Cats

A Reading A-Z Level G Benchmark Book • Word Count: 191




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Big and Small Cats



Written by Chuck Garofano

www.readinga-z.com

LEVEL G	
Fountas & Pinnell	G
Reading Recovery	11-12
DRA	12

Correlation

Big and Small Cats
Level F Benchmark Book
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Learning Page
1630 E. River Road #121
Tucson, AZ 85718
www.readinga-z.com



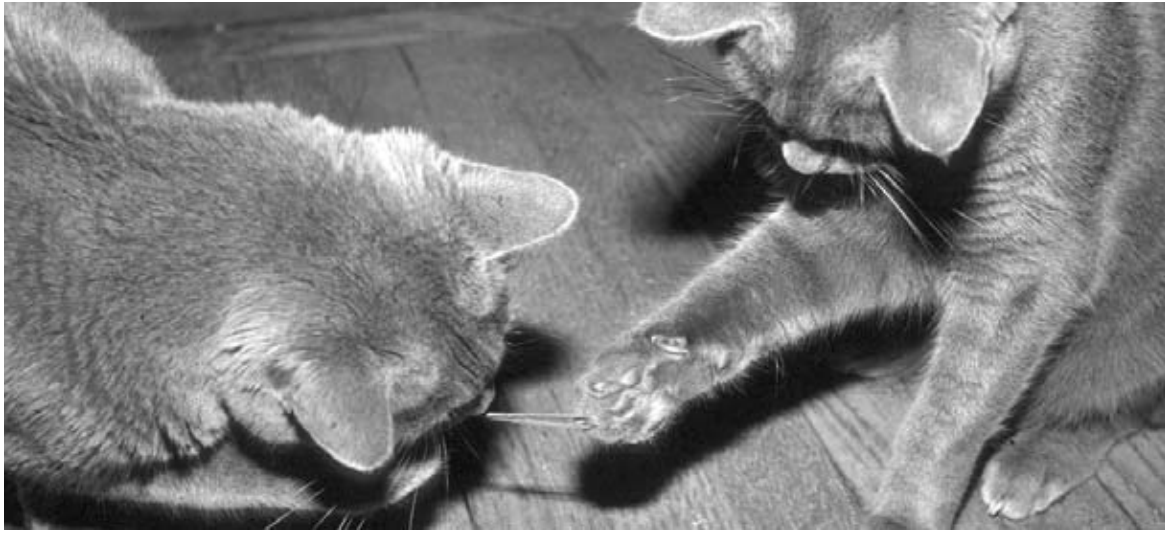
There are many kinds of cats.
There are big cats and small cats.
All cats have sharp claws and sharp teeth.
And all cats have fur.

3

All cats like to eat meat.
They use their sharp teeth and claws
to get and eat food.

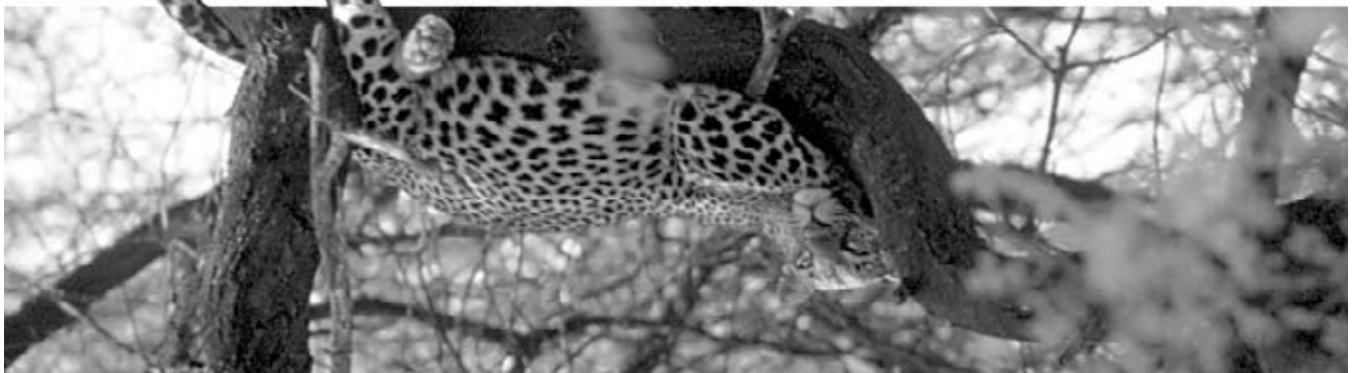
4





Housecats are small cats with soft fur.
They make good pets.
They like to play and cuddle.

5



Leopards are big cats.
They have spots on their fur.
They are hard to see in trees and grass.
Leopards sleep in trees and
even drag their food into trees.

6



Cougars are big and powerful cats.
They live in rocks and caves.
They eat deer and other animals.



7

Lions live where there are not many trees.
They live together with many other lions.
Many lions living together are called a pride.
A pride of lions sleeps most of the day.

8





Tigers are the biggest cats of all.
They have orange fur with black stripes.
There are not many tigers in the world.



9

Cats are different in many ways.
But cats are the same in many ways, too.
All cats like to play.
But they like to sleep most of all.

10



Reading a-z Running Record

Level G

Student's Name _____ Date _____

Big and Small Cats
163 words

Have the student read out loud as you record.

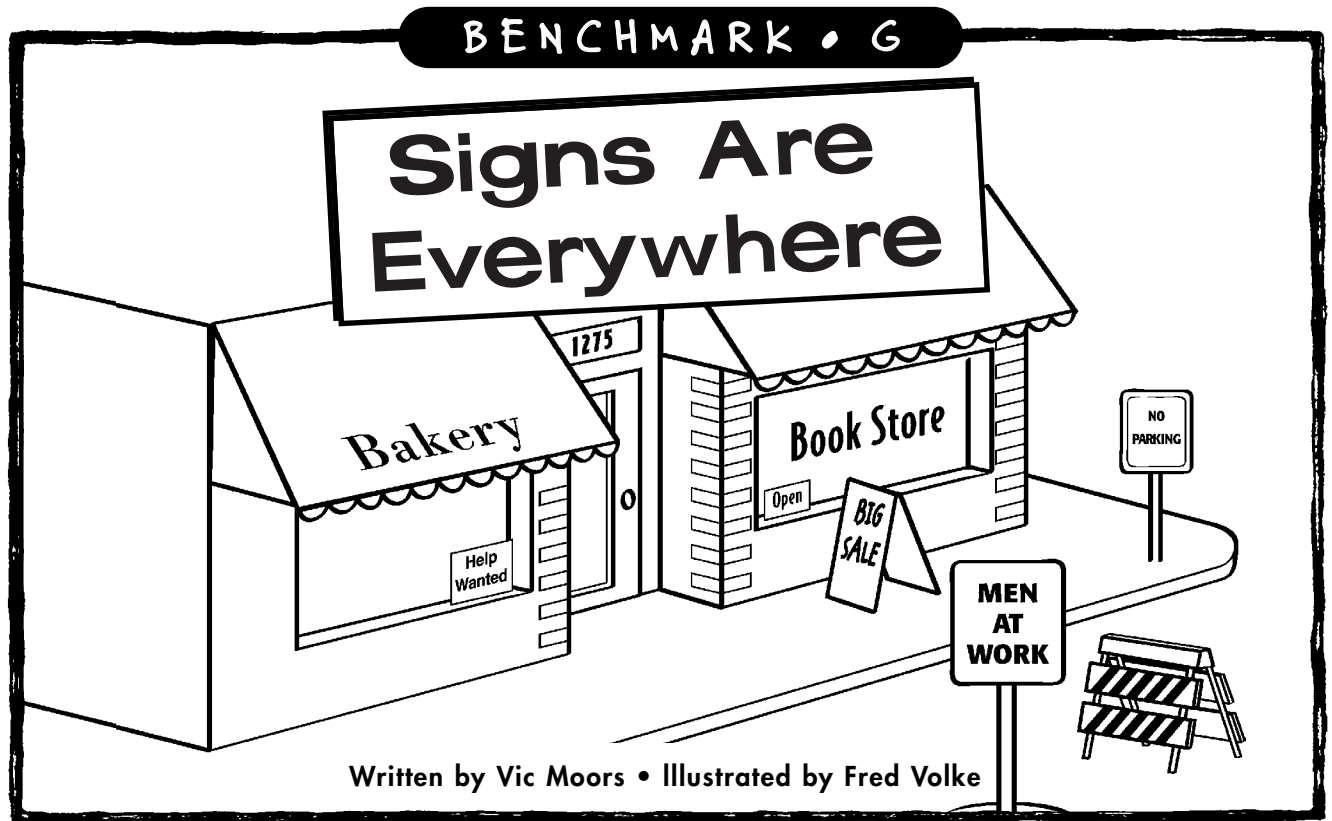
Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	There are many kinds of cats. There are big cats and small cats. All cats have sharp claws and sharp teeth. And all cats have fur.								
4	All cats like to eat meat. They use their sharp teeth and claws to get and eat food.								
5	Housecats are small cats with soft fur. They make good pets. They like to play and cuddle.								
6	Leopards are big cats. They have spots on their fur. They are hard to see in trees and grass. Leopards sleep in trees and even drag their food into trees.								
7	Cougars are big and powerful cats. They live in rocks and caves. They eat deer and other animals.								
8	Lions live where there are not many trees. They live together with many other lions. Many lions living together are called a pride. A pride of lions sleeps most of the day.								
9	Tigers are the biggest cats of all. They have orange fur with black stripes. There are not many tigers in the world.								
Totals									

Accuracy Rate:

Error Rate:

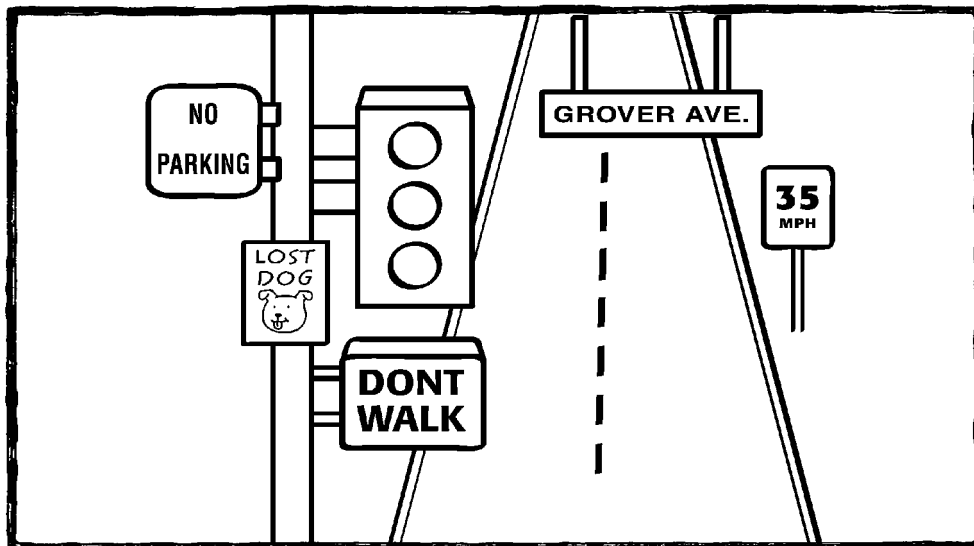
Self-correction Rate:



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Signs are Everywhere

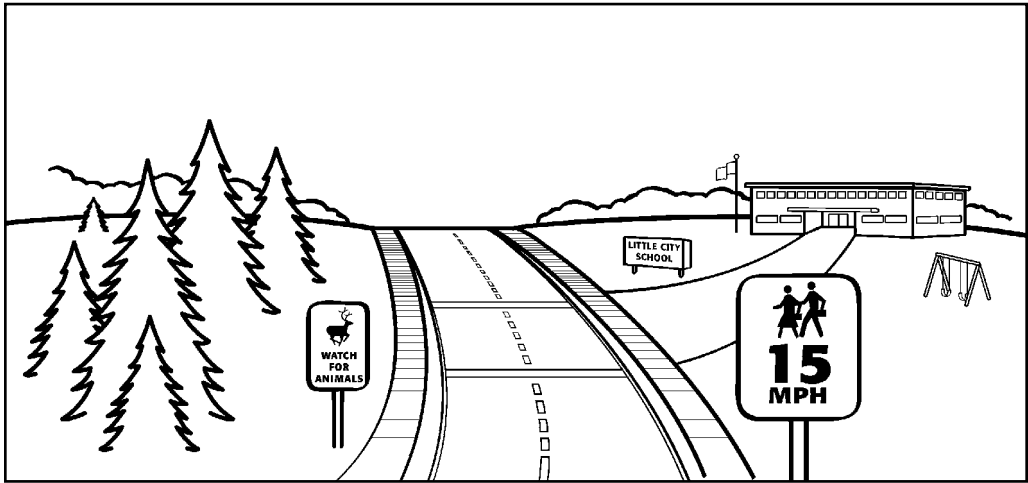
A Reading A-Z Level G Benchmark Book • Word Count: 157



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Signs Are Everywhere



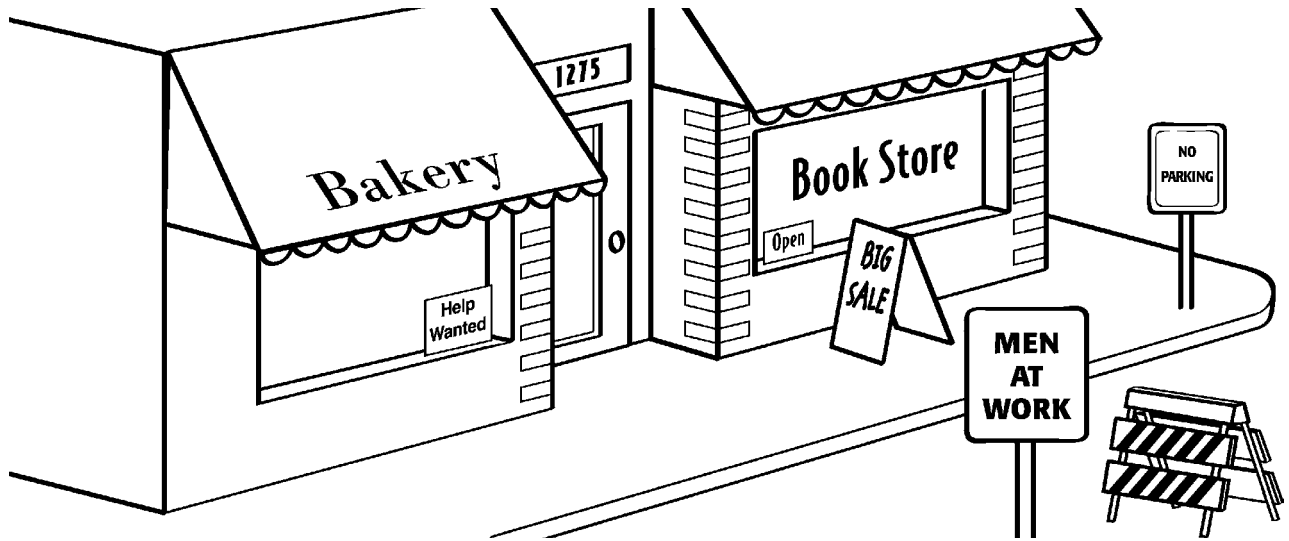
Written by Vic Moors
Illustrated by Fred Volke

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LEVEL G	Fountas & Pinnell	G
	Reading Recovery	11-12
	DRA	12

Correlation

Signs Are Everywhere
Level G Benchmark Book
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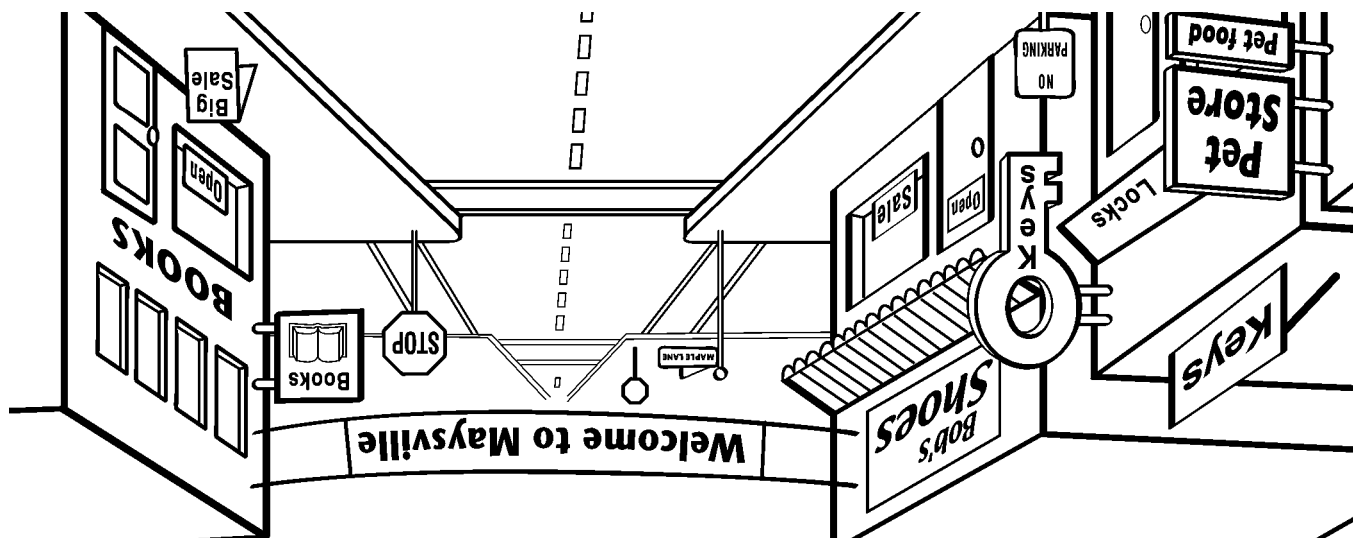


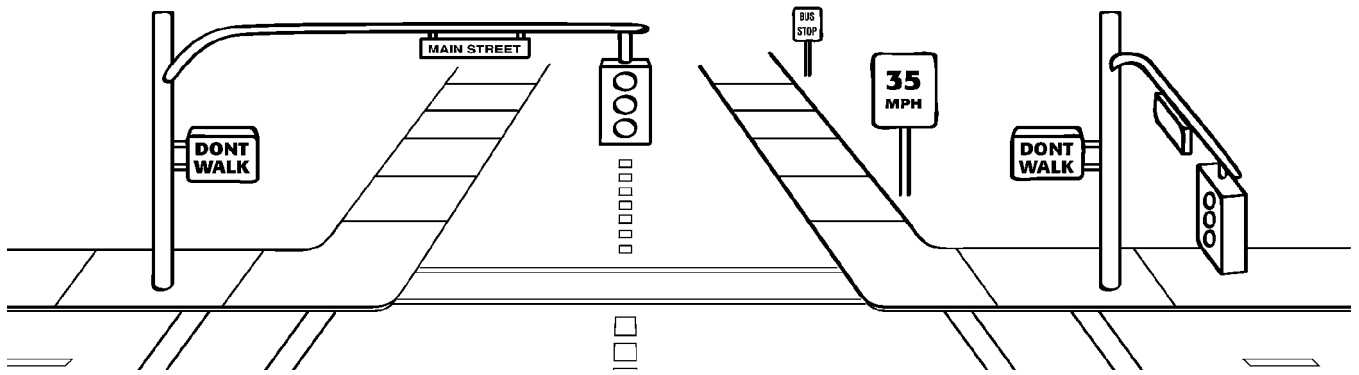
Signs are everywhere.
Signs are on posts.
Signs are on buildings.

3

Signs are in windows and on doors.
They hang above streets.
Where else do you see signs?

7



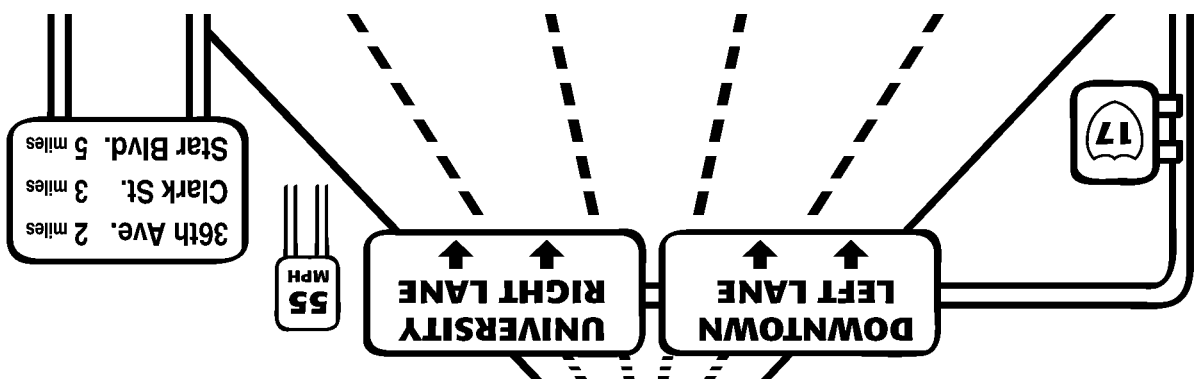


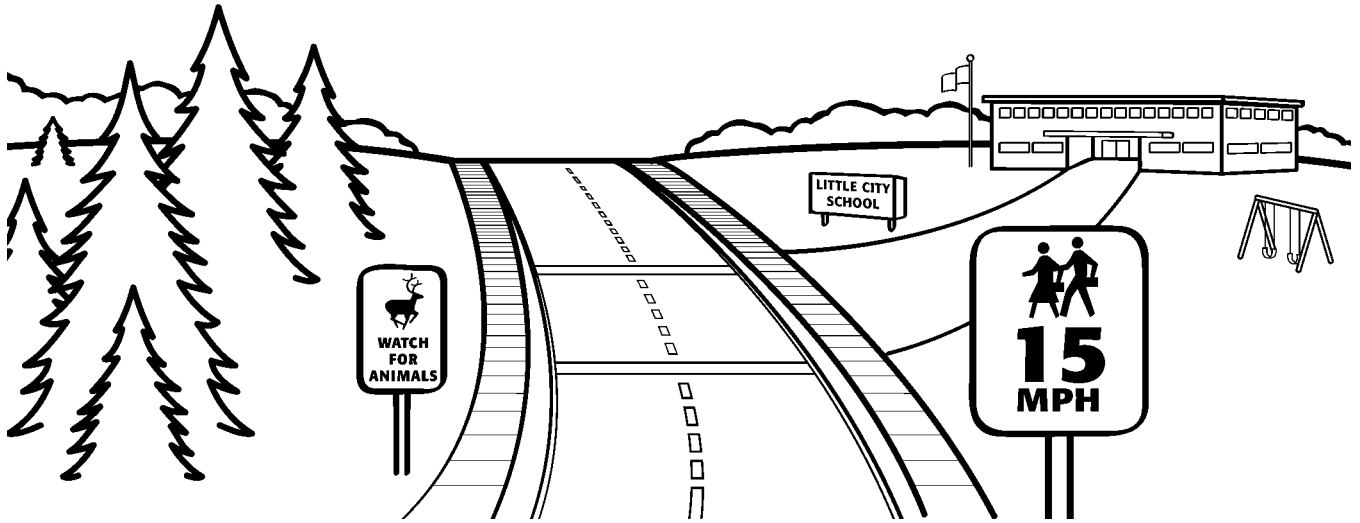
Signs tell us lots of things.
 Signs tell us what to do.
 They tell us when to walk
 and when not to walk.
 They tell us when to stop and when to go.

5

9

Signs tell us where to go
 and where not to go.
 They tell us how far to go
 and how fast we can go.
 What do these signs tell us?



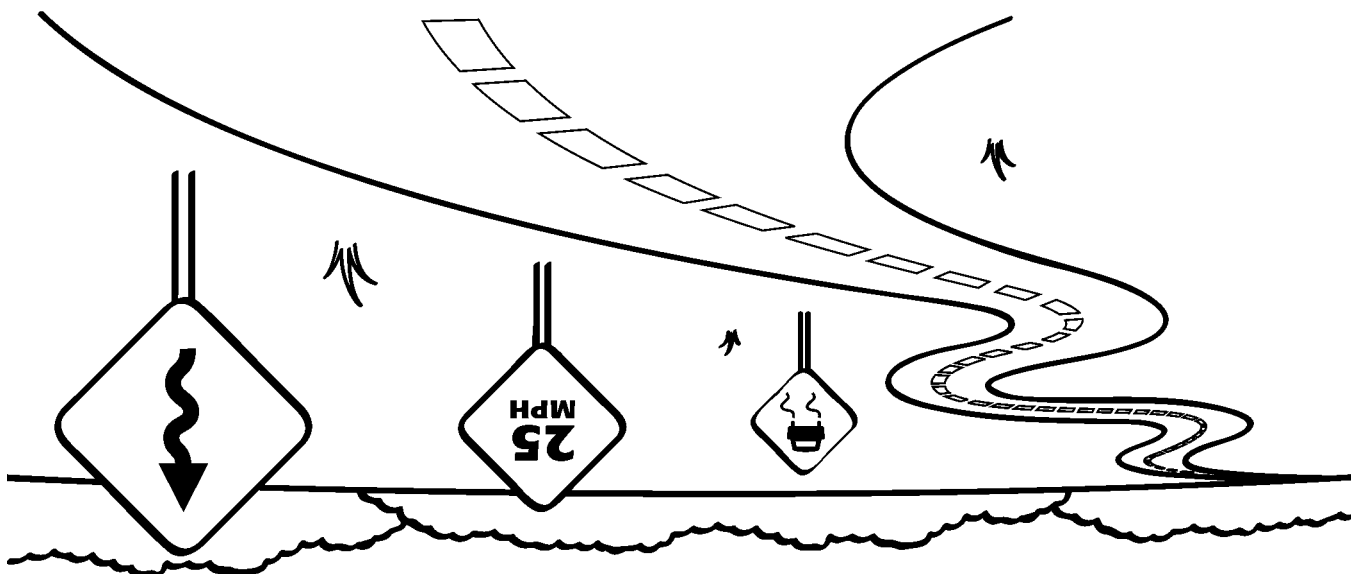


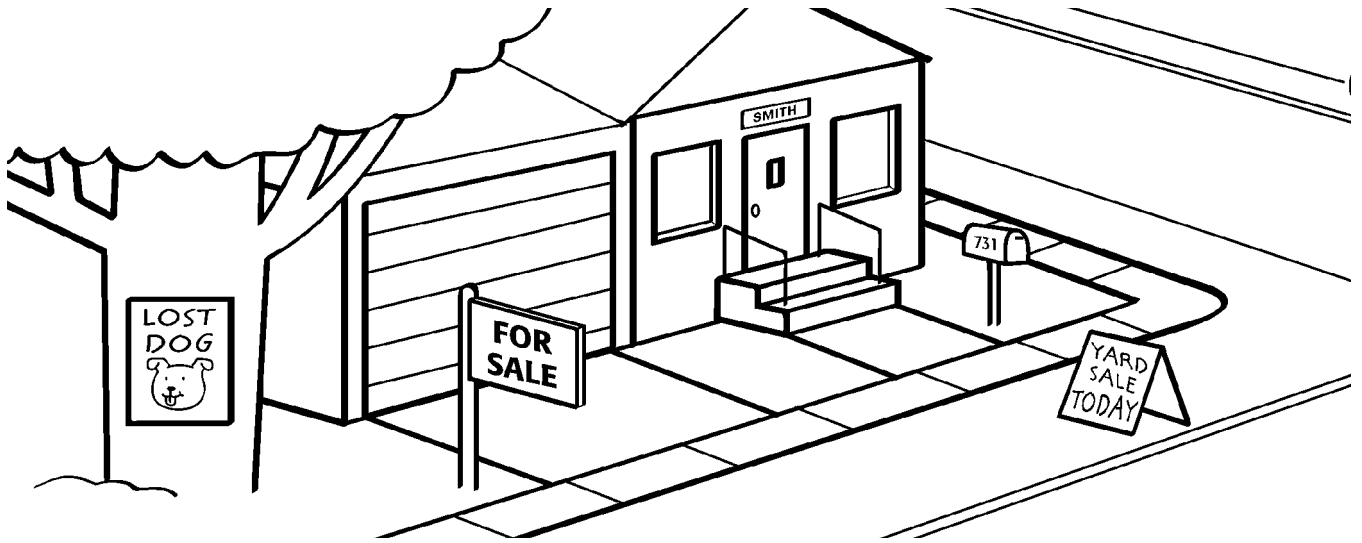
Signs give us warnings.
 They warn us about children playing.
 They warn us about animals on the road.

7

They tell us to drive slowly on winding roads.
 What do these signs warn us about?

8



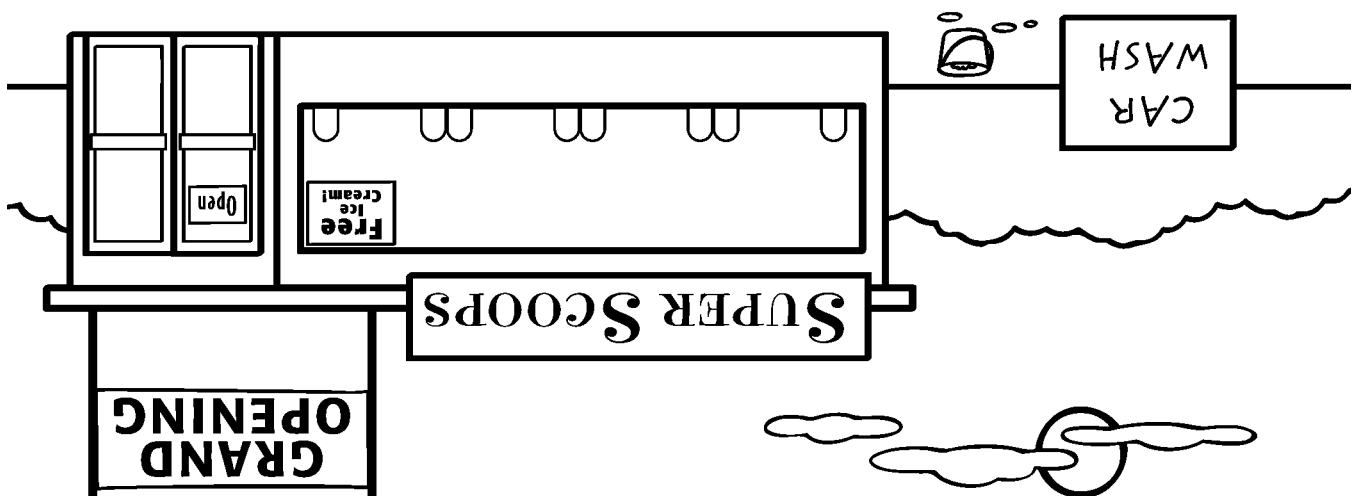


People make signs for lots of things.
 They make signs for sales.
 They make signs for lost animals.

9

People make signs to advertise things.
 What other things do people make signs for?

10



Reading a-z Running Record

Level G

Student's Name _____ Date _____

Signs Are Everywhere
125 words

Have the student read out loud as you record.

Assessed by _____

page		E = errors S-C = self-correction M = meaning S = structure V = visual				E	S-C	E			S-C		
								M	S	V	M	S	V
3	Signs are everywhere. Signs are on posts. Signs are on buildings.												
4	Signs are in windows and on doors. They hang above streets. Where else do you see signs?												
5	Signs tell us lots of things. Signs tell us what to do. They tell us when to walk and when not to walk. They tell us when to stop and when to go.												
6	Signs tell us where to go and where not to go. They tell us how far to go and how fast we can go. What do these signs tell us?												
7	Signs give us warnings. They warn us about children playing. They warn us about animals on the road.												
8	They tell us to drive slowly on winding roads. What do these signs warn us about?												
Totals													

Accuracy Rate:

Error Rate:

Self-correction Rate:

LEVELED READER • G

Places People Live

Written by Ned Jensen

www.readinga-z.com

Places People Live

A Reading A-Z Level G Leveled Reader • Word Count: 174




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Places People Live



Written by Ned Jensen

www.readinga-z.com

LEVEL G	Fountas & Pinnell
11-12	Reading Recovery
12	DRA

Correlation

Places People Live
Level G leveled Reader
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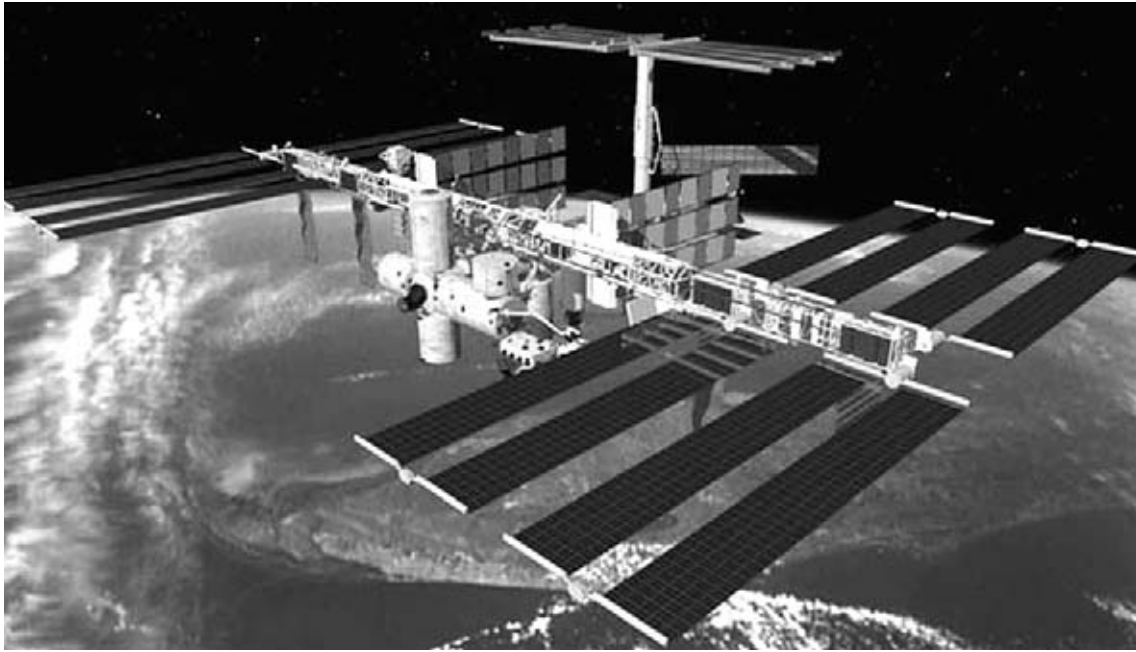
People live in many different places.
They live where it is cold.
They live where it is hot.

3

They live where it is dry.
They live where it is wet.

4





Some people like to live high up.
A few people live way high up.

5

Some people live down low.
Some people even live below the ground.

9



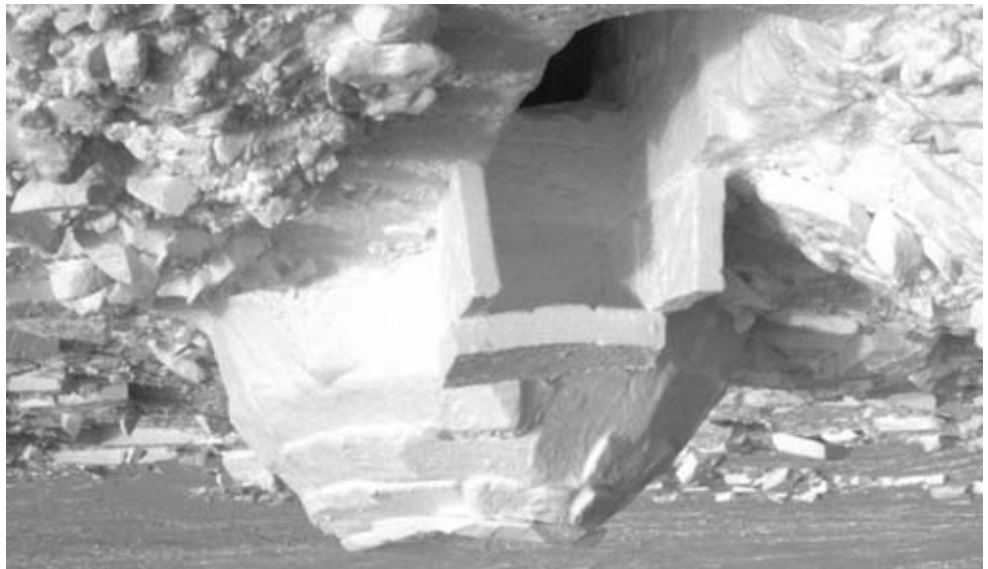


People live in many different kinds of houses.
They live in houses made of stone.
They live in houses made of grass.

7

They live in houses made of sticks.
They live in houses made of glass.
People even live in houses made of ice.

8





Some people live high above the ground.
Some people live deep below the water.

9

Some people live in the ground.
Some people build homes in caves or on cliffs.

10



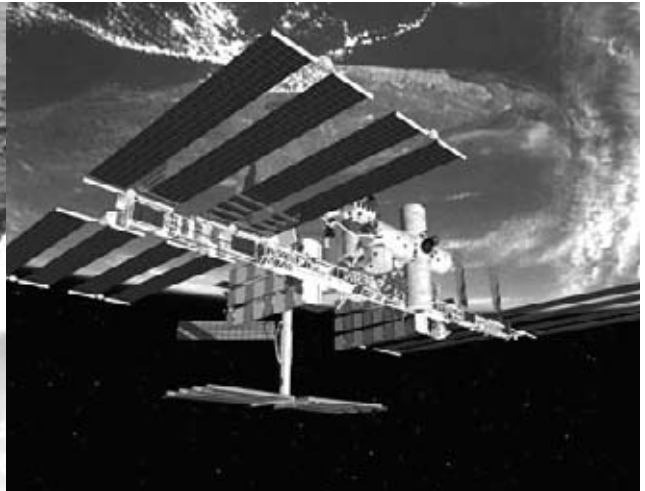


Some people live in houses that move.
Some houses are on wheels.
And some float on the water.

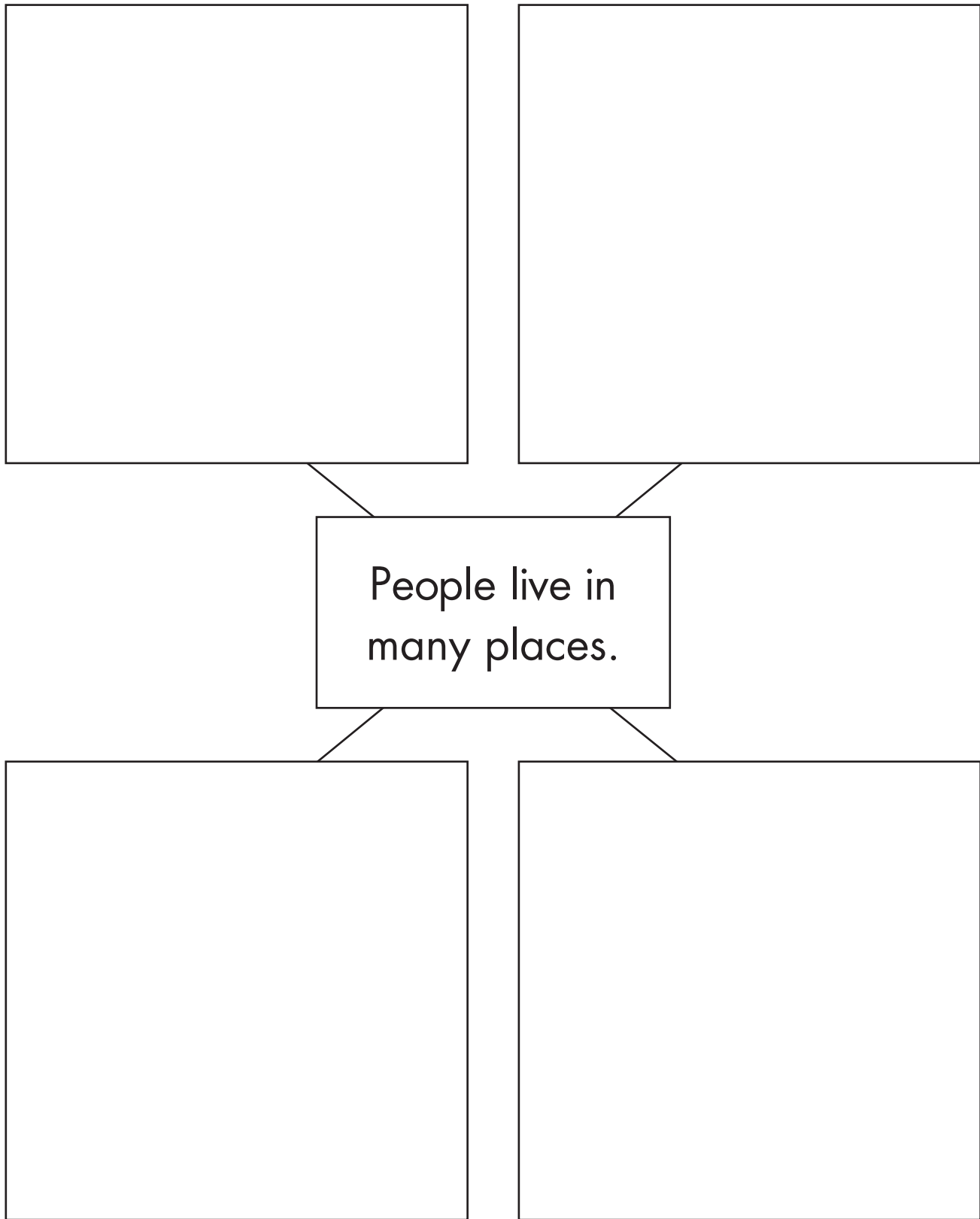
11

Houses can be strange.
They can have strange shapes.
They can be made of strange things.
But no matter what it is, a house is a home.

12



Name _____

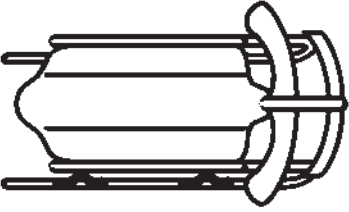
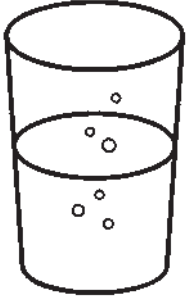
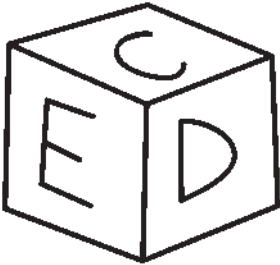


PLACES PEOPLE LIVE • LEVEL G • 1

SKILL: MAIN IDEA AND DETAILS

INSTRUCTIONS: Read the main idea with students. Then have them draw and label details that support the main idea.

Name _____

 bl	cl	fl
gl	pl	sl

INSTRUCTIONS: Identify each picture with students. Then have them cut out the blend cards and paste them in the space on the correct picture.

LEVELED READER • G

The Food We Eat



Written by Kira Freed

www.readinga-z.com

The Food We Eat

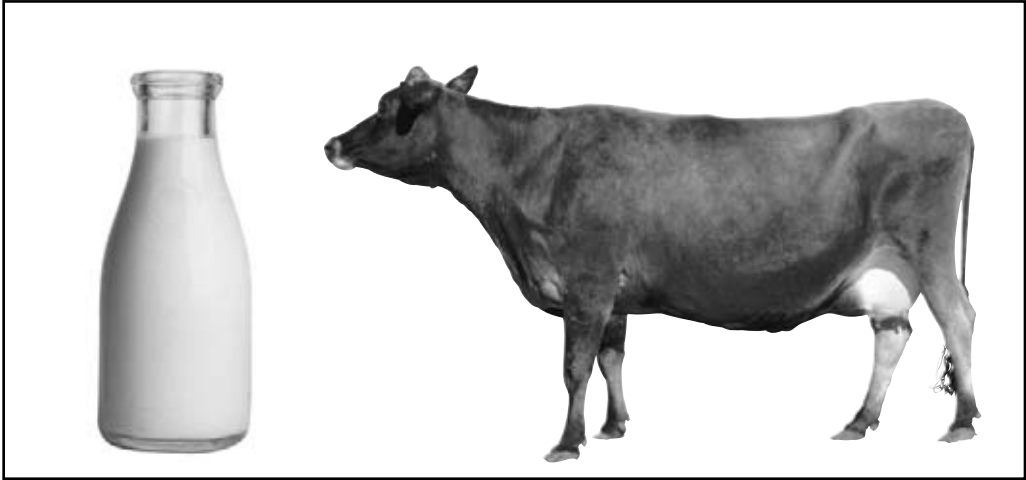
A Reading A-Z Level G Leveled Reader • Word Count: 195



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The Food We Eat



Written by Kira Freed

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12	DRA
11-12	Reading Recovery
G	Fountas & Pinnell

LEVEL G
Correlation

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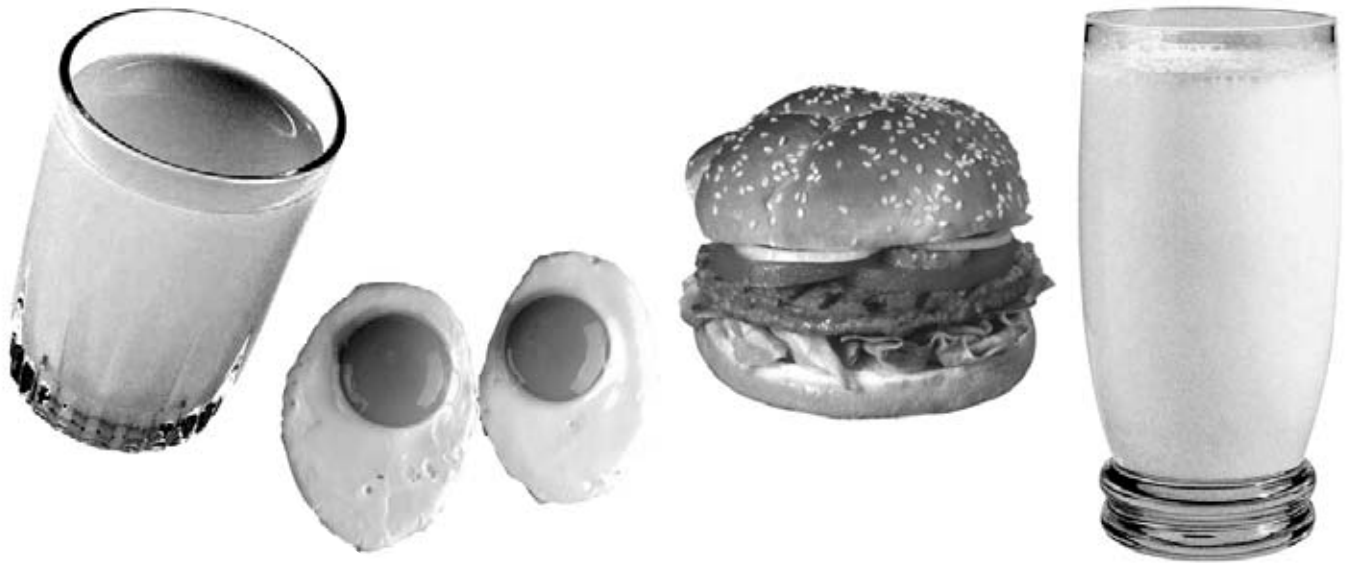
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The Food We Eat
Level G leveled Reader
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Written by Kira Freed

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(right), title page (right), pages 4 (right), 5 (right), 6 (right), 7, 8
(right), 9 (right), 11, 12 (top right, center right, bottom right):
PhotoDisc; pages 3 (center right), 8 (left), 9 (left), 12 (left): Artville;
page 10 (right): Courtesy of The Popcorn Board.



There are many kinds of food.
Where does food come from?
It all comes from plants and animals.

3

Orange juice comes from oranges.
Oranges grow on orange trees.

4



Where does orange juice come from?

Where does milk come from?



Milk comes from cows.
Cows are animals.

5

6

Bagels come from wheat.
Wheat grows from
the seeds of a wheat plant.



Where do bagels come from?

Where do omelets come from?



Omelets are made from eggs.
Eggs come from chickens.

7



French fries are made from potatoes.
Most people think potatoes are
part of the potato plant's root.
They are really part of the stem
that grows below the ground.

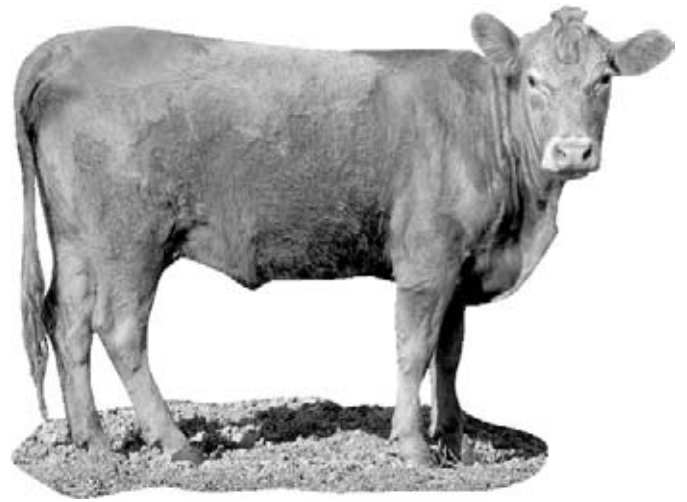
8

French fries are
called "chips" in
Great Britain and in
some other countries
around the world.



Where do French fries come from?

Where does hamburger meat come from?



Hamburger meat is made from beef.
Beef comes from cattle.

9

Popcorn comes from corn.
Corn is a seed from a corn plant.

10



Where does popcorn come from?

Where does cheese come from?



Cheese is made from milk.
Milk comes from cows.

11

12

The crust is made from wheat.
The sauce is made from tomatoes.
The cheese is made from milk.
The pepperoni comes from a pig.
Pizza comes from plants and animals.



Where does pizza
come from?



Name _____

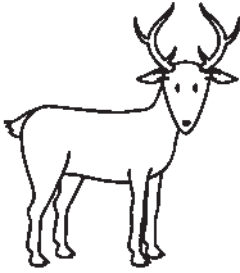
Food	Plants	Animals

THE FOOD WE EAT • LEVEL G • 1

SKILL: CLASSIFY INFORMATION

INSTRUCTIONS: Have students draw and label four foods from the book on the chart. Have them write a check mark under the *Plants* and/or *Animals* headings to tell where the food came from.

Name _____



jeans



knee



deer



leaf



eagle



jeep

INSTRUCTIONS: Identify each picture with students. Have them draw a line from the picture to the word that names it. Then have students circle the long /e/ digraph in each word.

LEVELED READER • G

LONG AGO AND TODAY



Written by Bea Silverberg and Nehemiah Stark • Illustrated by Dominic Catalano

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Long Ago and Today

A Reading A-Z Level G Leveled Reader • Word Count: 210



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 Illustrated by Dominic Catalano

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12	DRA
11-12	Reading Recovery
G	Fountas & Pinnell

LEVEL G
Correlation

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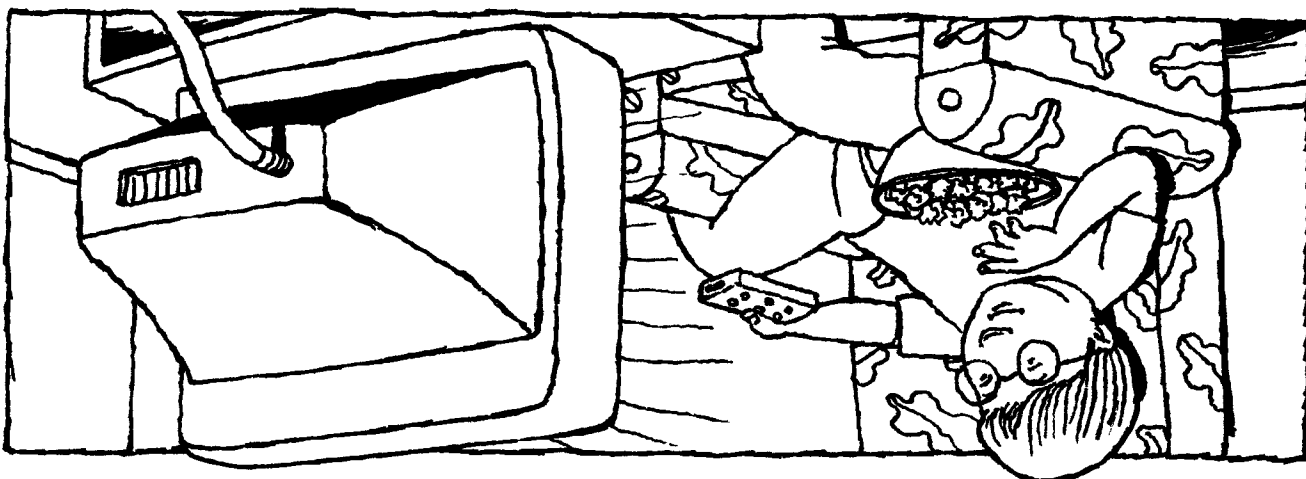


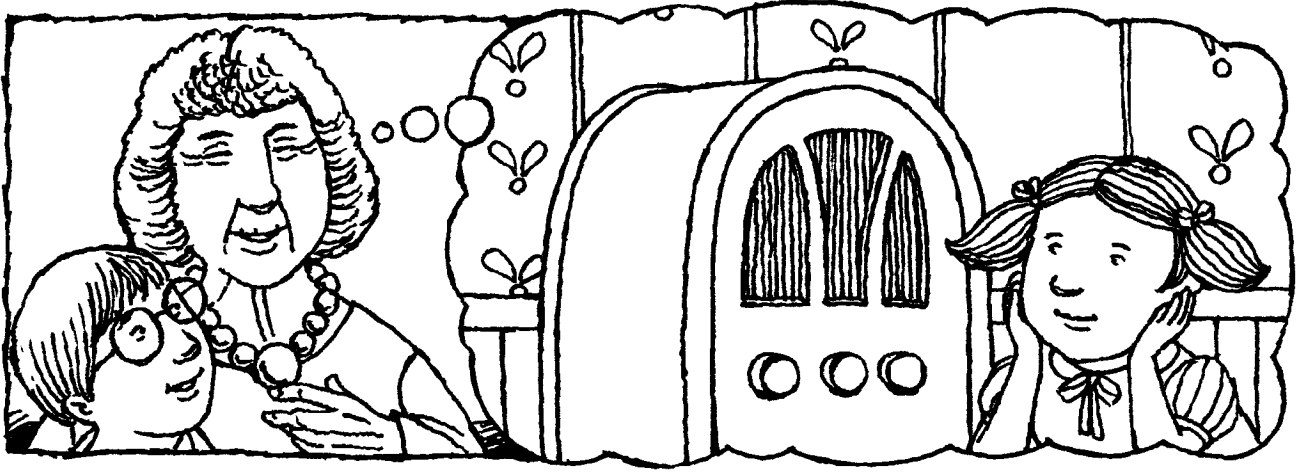
Great Grandma,
what was it like long ago?
What was it like
when you were young like me?

3

Great Grandma,
did you watch TV
long ago?
Did you watch TV
when you were young like me?

4



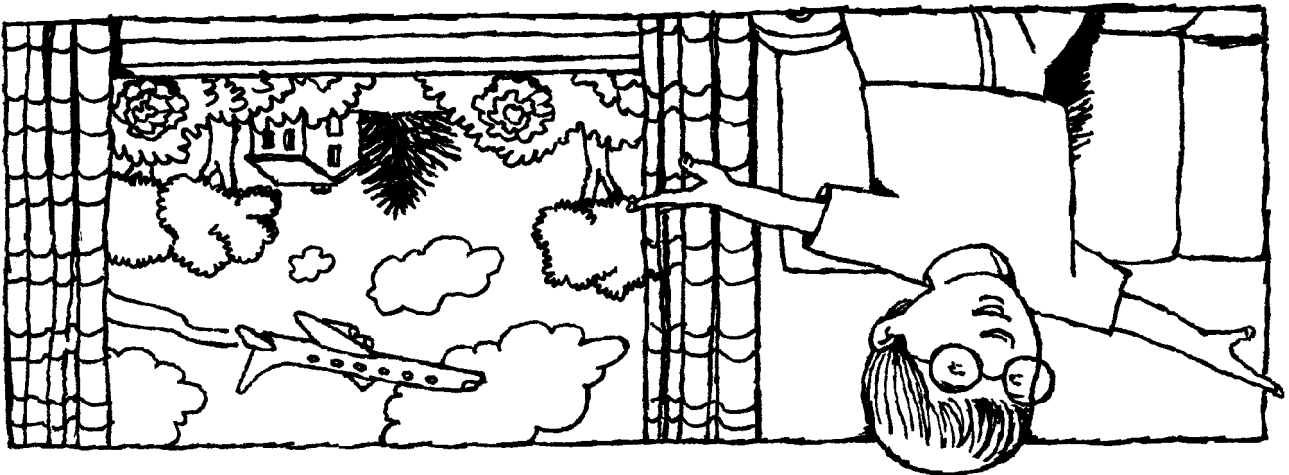


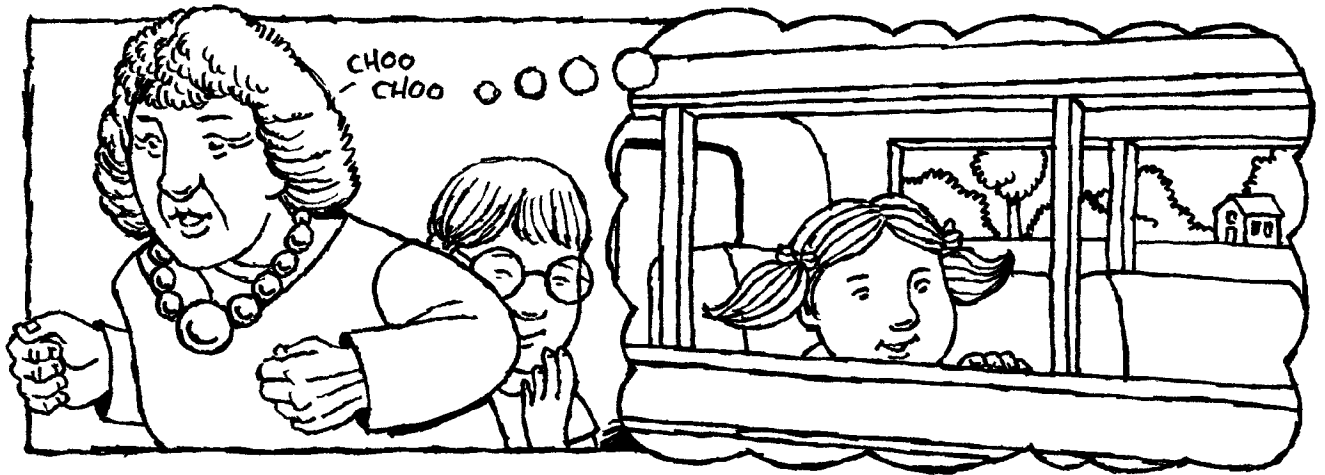
No, dear Adam,
we did not have TV.
I listened to the radio
when I was young like you.

5

Great Grandma,
did you fly in an airplane long ago?
Did you fly in an airplane
when you were young like me?

6



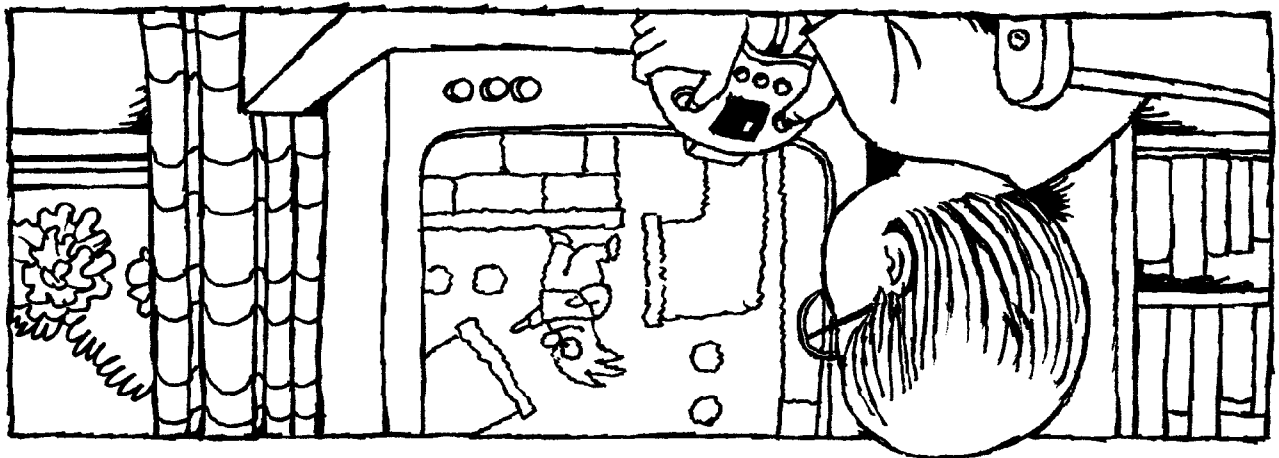


No, dear Adam,
we did not fly in airplanes.
I rode on a train
when I was young like you.

7

Great Grandma,
did you play video games
long ago?
Did you play video games
when you were young like me?

8



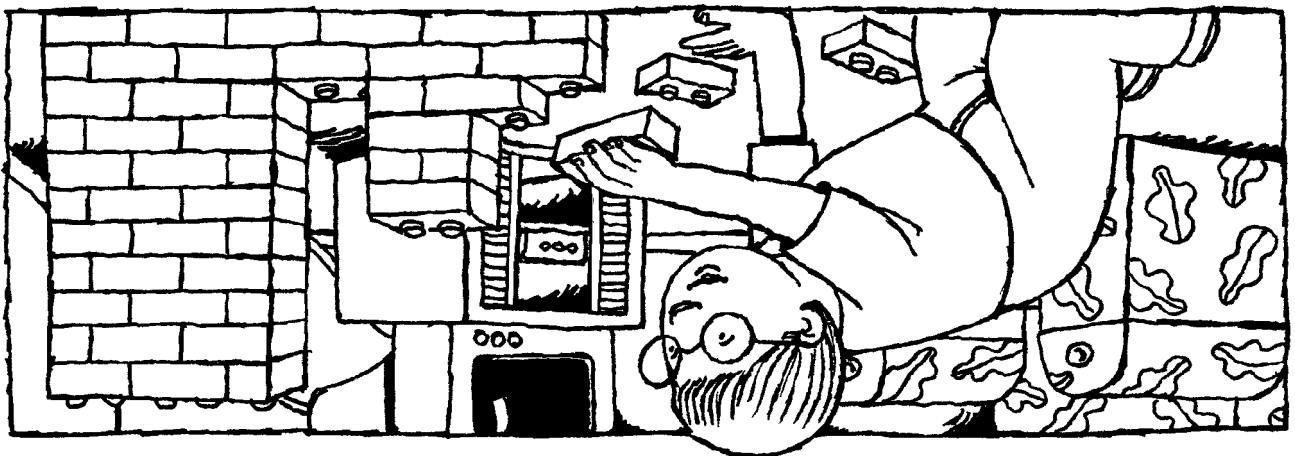


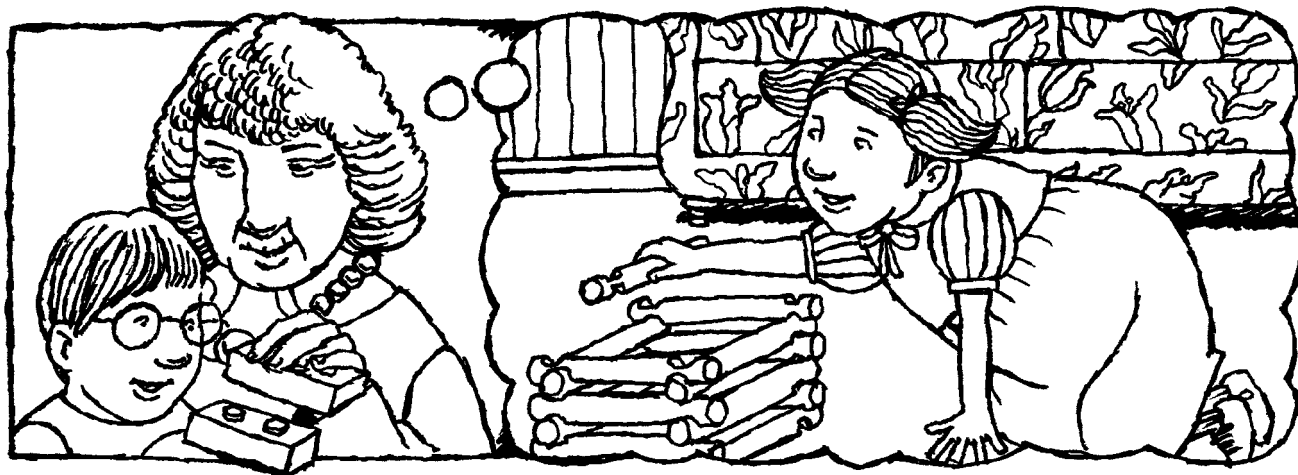
No, dear Adam,
we did not have video games.
I played board games
when I was young like you.

9

Great Grandma,
did you have plastic toys
long ago?
Did you have plastic toys
when you were young like me?

10



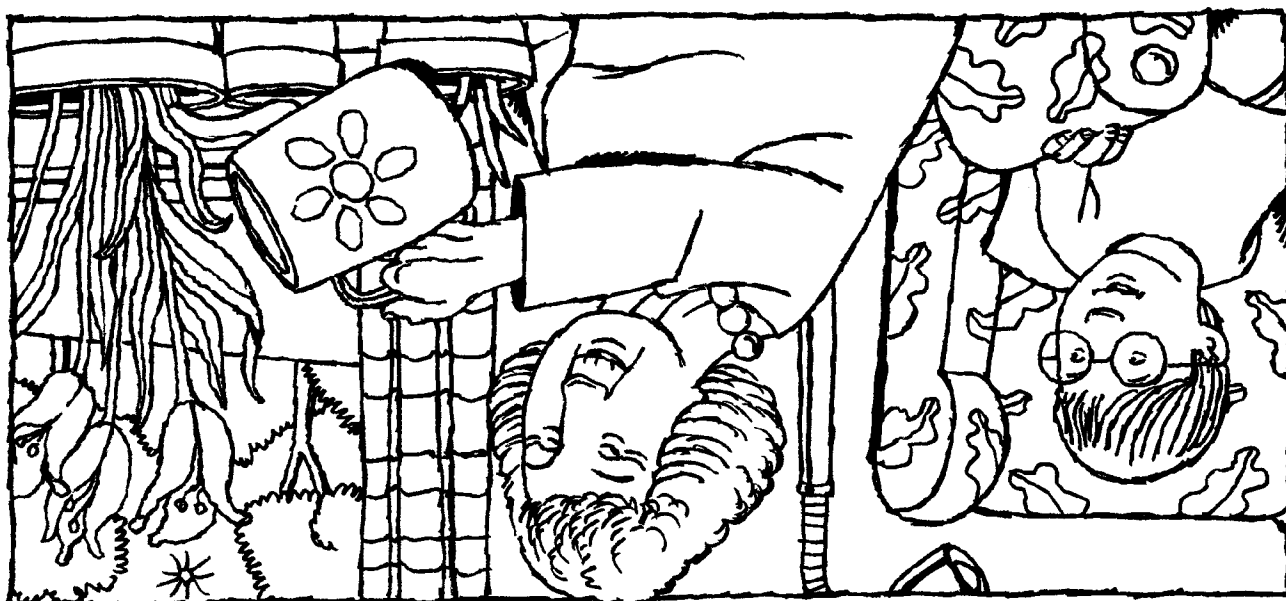


No, dear Adam,
we did not have plastic toys.
I played with wooden toys
when I was young like you.

11

Great Grandma, were you happy
when you were young like me?

12



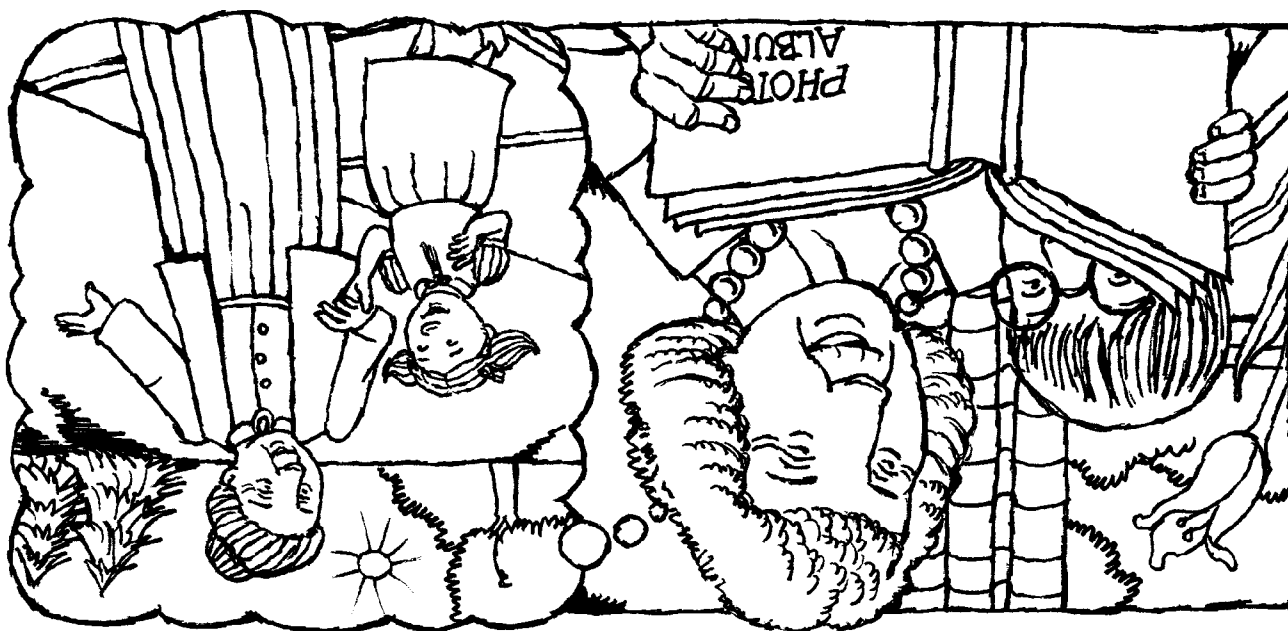


Yes, Adam, I was happy
when I was young like you.

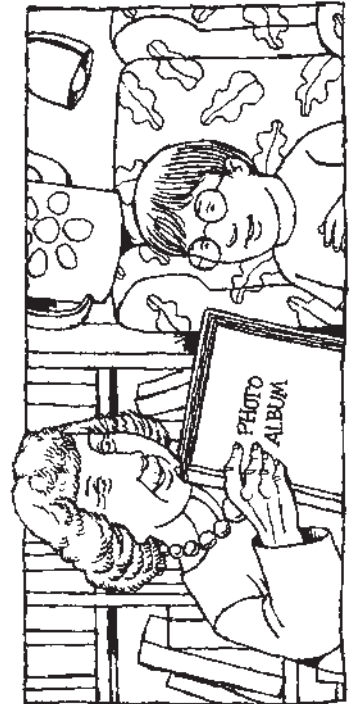
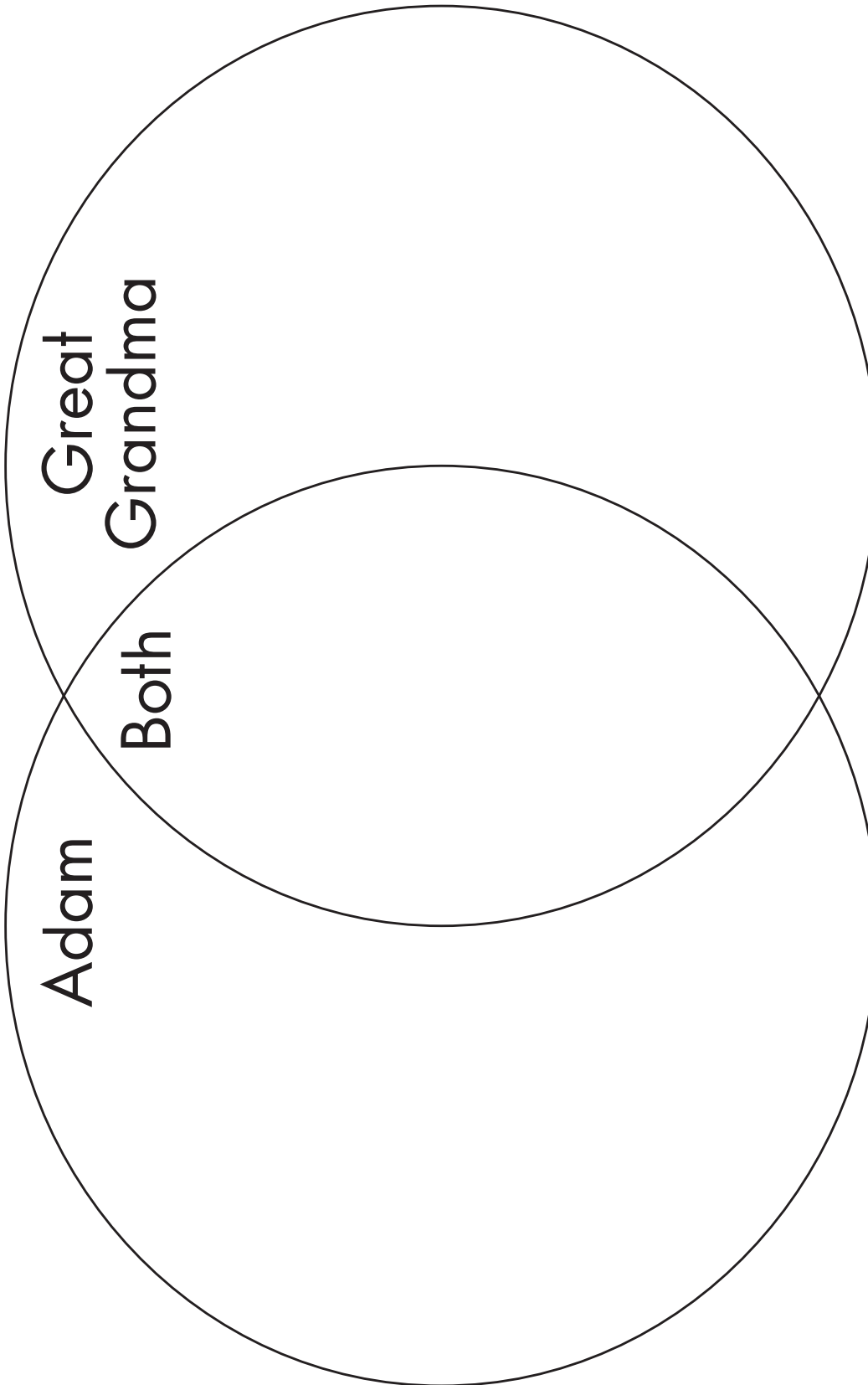
13

I had a grandma who loved me
just like I love you.

14



Name _____



INSTRUCTIONS: Have students compare and contrast the things Adam had and did with the things his great grandma had and did.

Name _____



bl



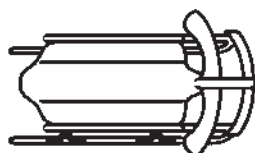
cl



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gl



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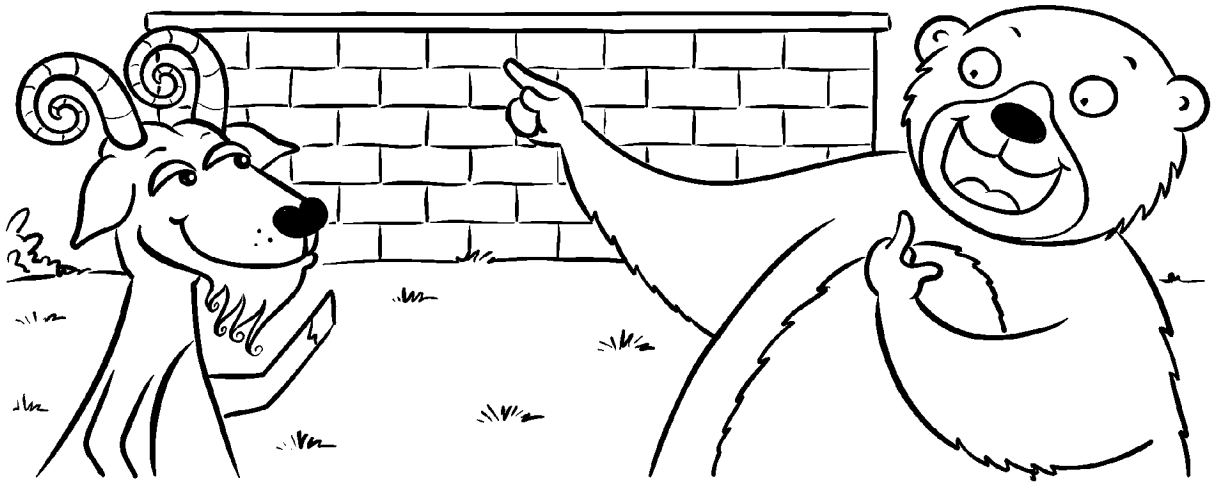


sl

INSTRUCTIONS: Identify each picture with students. Have them draw a line from each picture to the blend the picture's name begins with.

LEVELED READER • G

I Bet I Can



Written by Veronica Angel • Illustrated by Manuel King

www.readinga-z.com

I Bet I Can

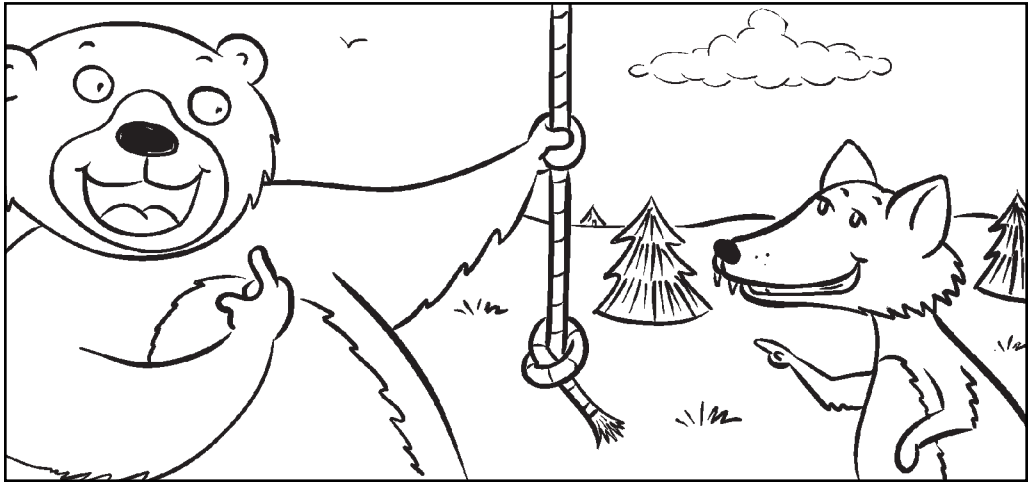
A Reading A-Z Level G Leveled Reader • Word Count: 162




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I Bet I Can



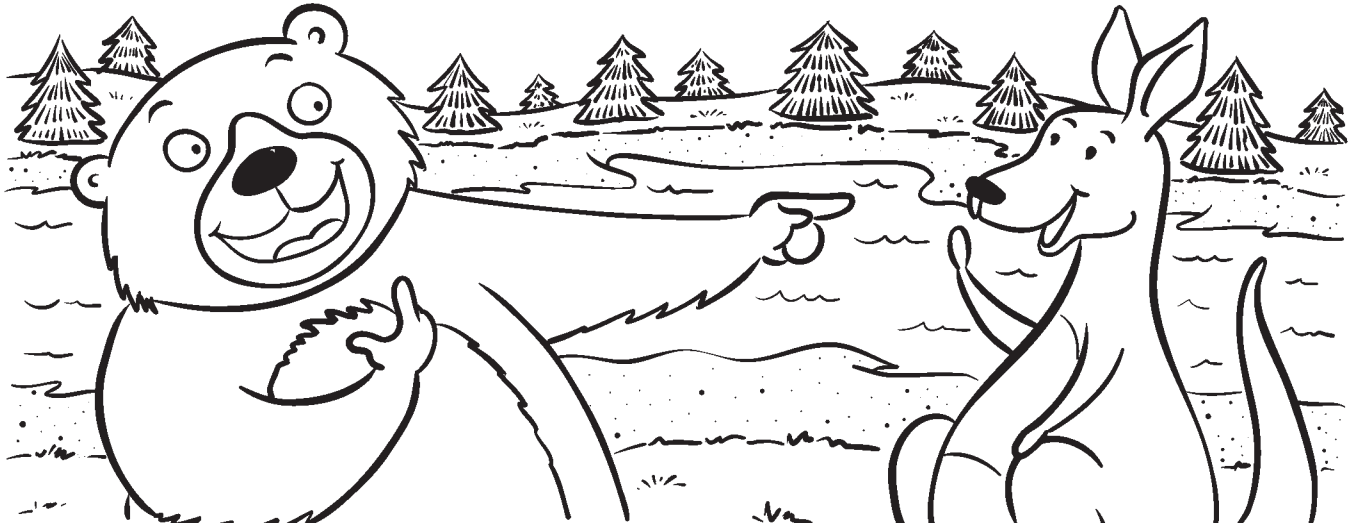
Written by Veronica Angel
Illustrated by Manuel King

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12	DRA
11-12	Reading Recovery
G	Fountas & Pinnell

LEVEL G
Correlation

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Level G Leveled Reader
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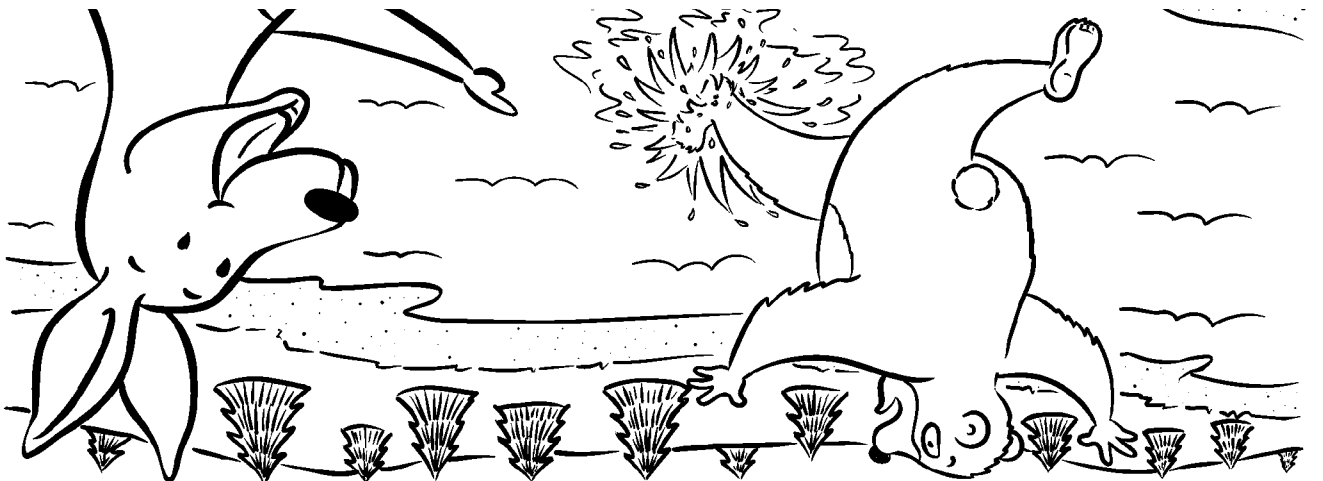
"I bet I can jump over the river,"
said the bear.

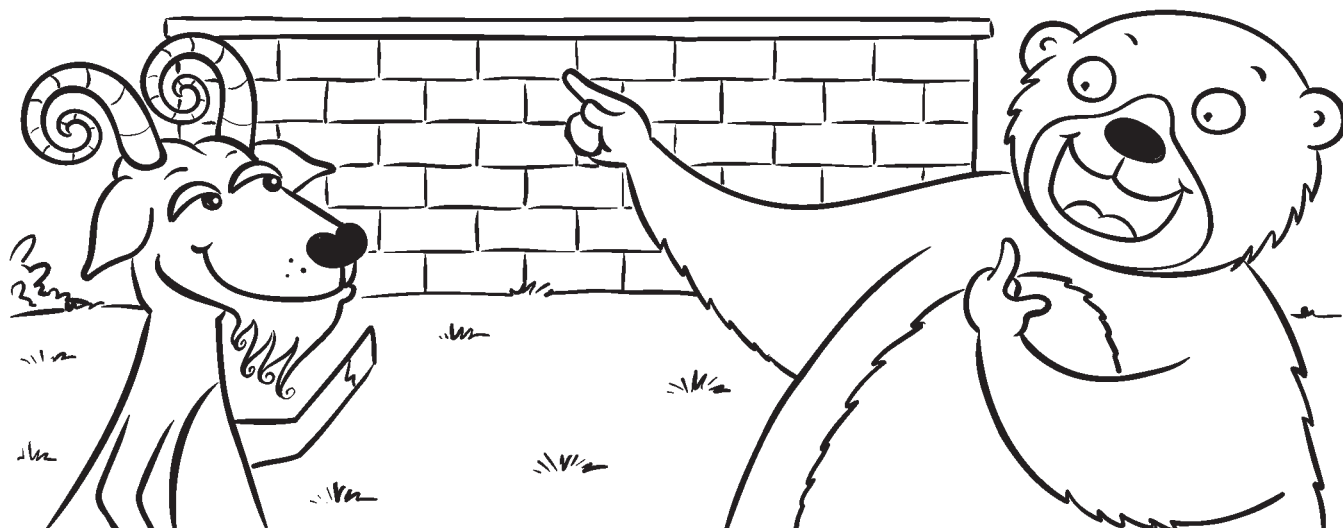
"I bet you can't," said the kangaroo.

3

So the bear ran to the river.
He jumped.
SPLASH, went the bear.
He did not jump over the river.

4



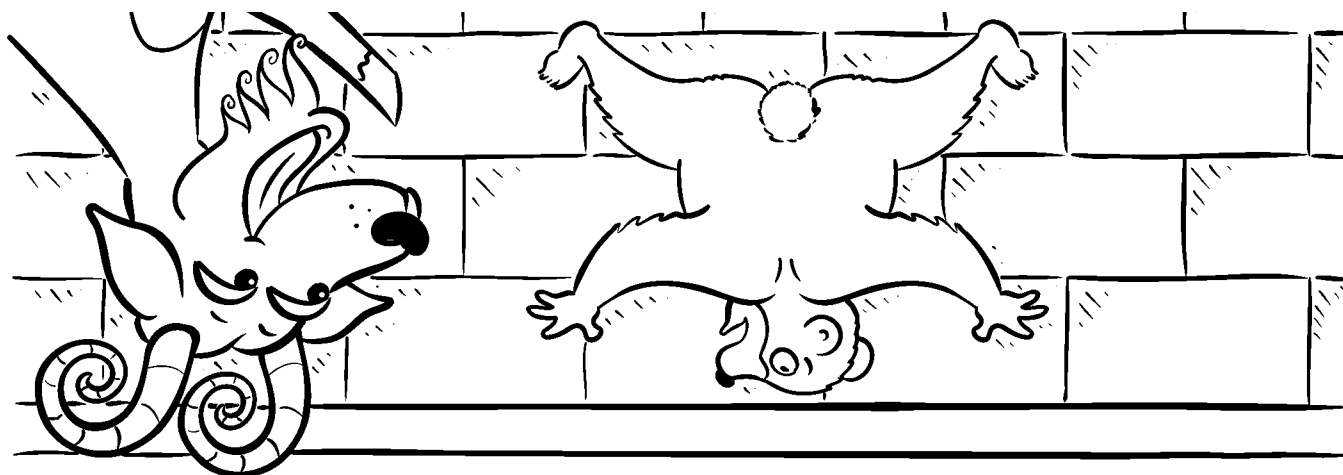


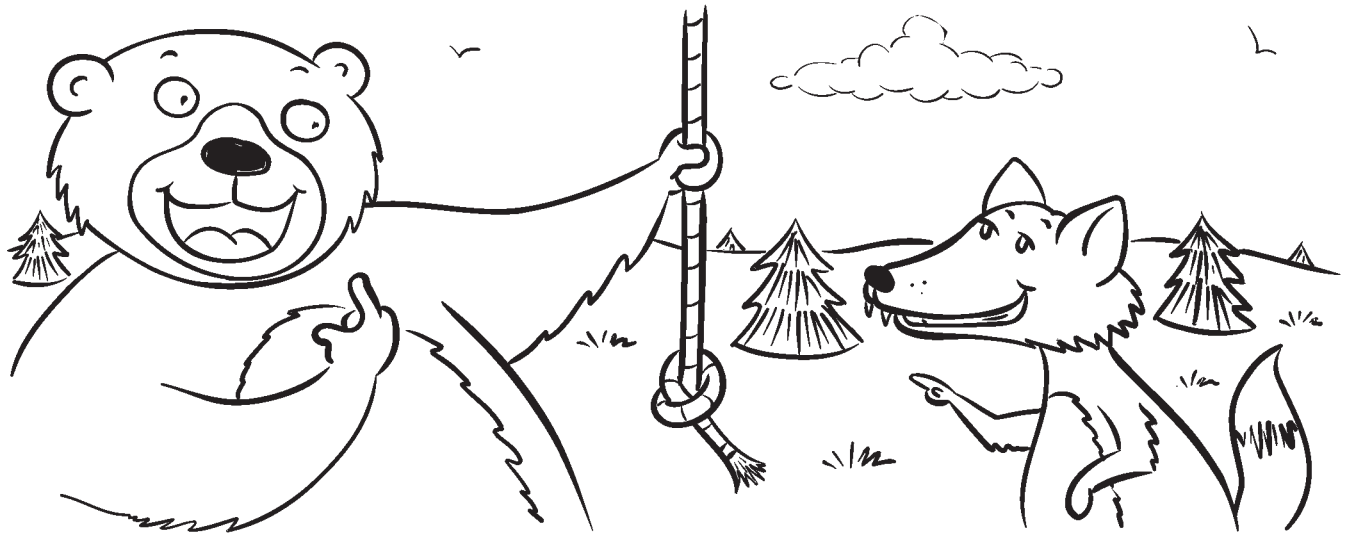
"I bet I can jump over that tall wall,"
said the bear.
"I bet you can't," said the goat.

5

So the bear ran toward the tall wall.
He jumped.
SPLAT, went the bear.
He did not jump over the tall wall.

6



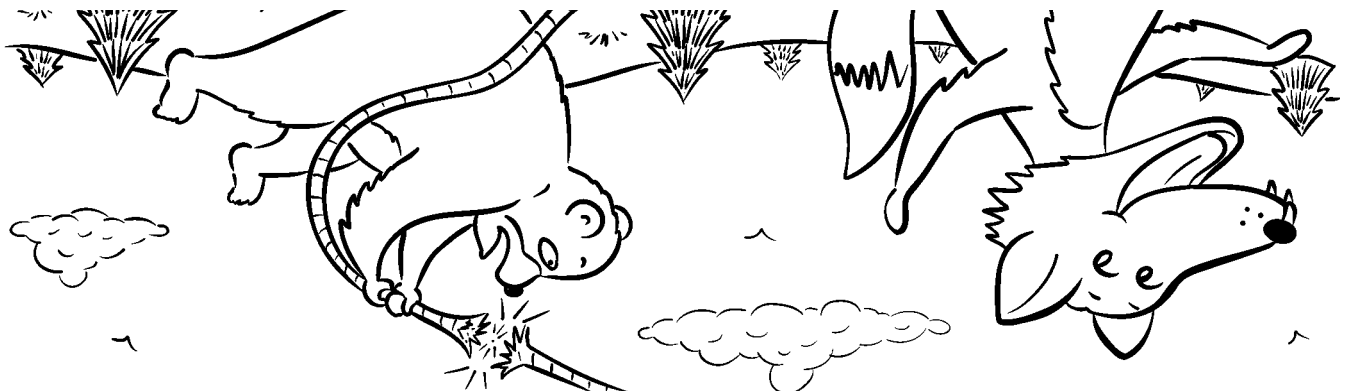


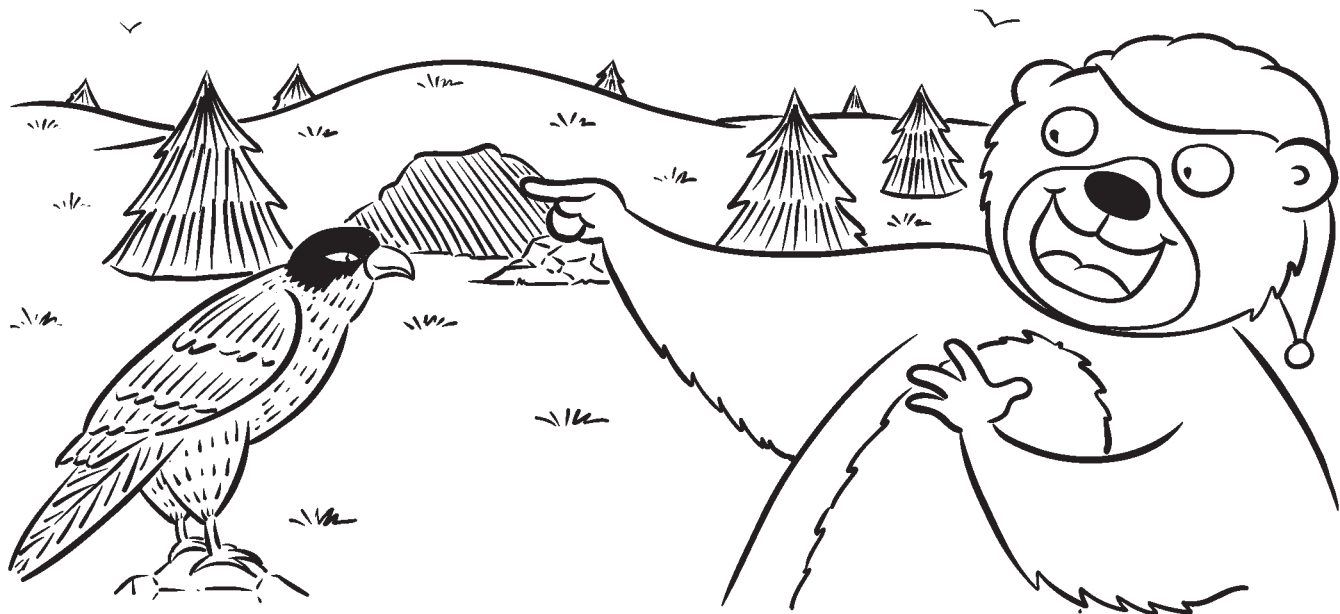
"I bet I can swing on the rope,"
said the bear.
"I bet you can't," said the fox.

7

So the bear grabbed the rope,
ran, and jumped.
SNAP, went the rope.
Down went the bear.
He did not swing on the rope.

8





"I bet I can sleep all winter," said the bear.
"I bet you can't," said the hawk.

9

[illegible]

01



Name _____

	→	
	↙	
	→	
	↙	
	→	
	↙	
	→	

I BET I CAN • LEVEL G • 1

SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students write or draw the events from the story in the order in which they happened.

Name _____

-ld -mp -nd -nk -nt

I BET I CAN • LEVEL G • 2

1. The school band goes to a music camp.

2. I love to drink cold juice.

3. I find a small ant.

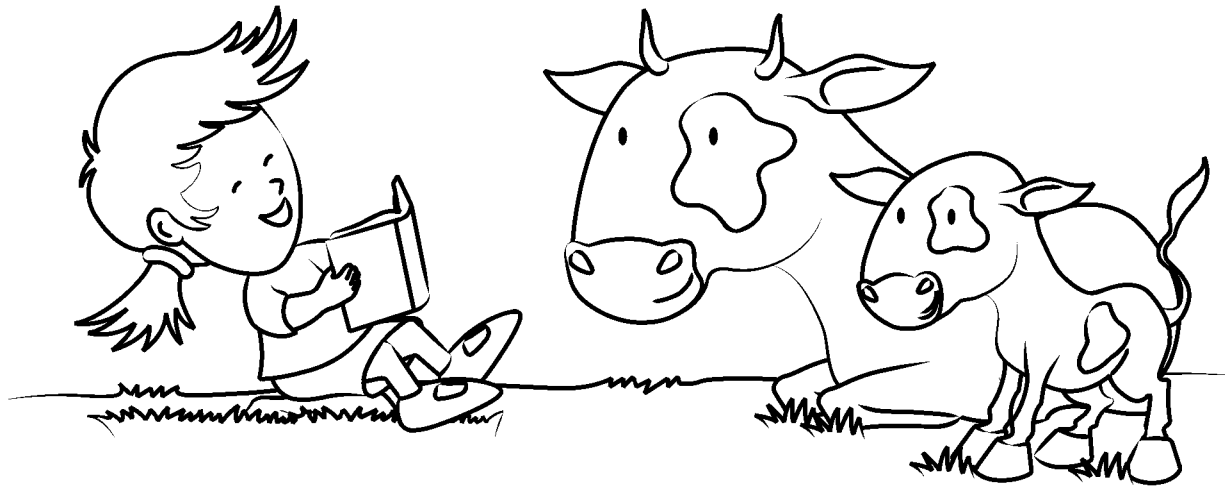
4. He broke the sink at camp.

SKILL: FINAL BLENDS

INSTRUCTIONS: Read each sentence with students. Then have them underline the two words in each sentence that have a final blend, write the words on the lines, and circle the final blends in the words.

LEVELED READER • G

How Many Rhymes?

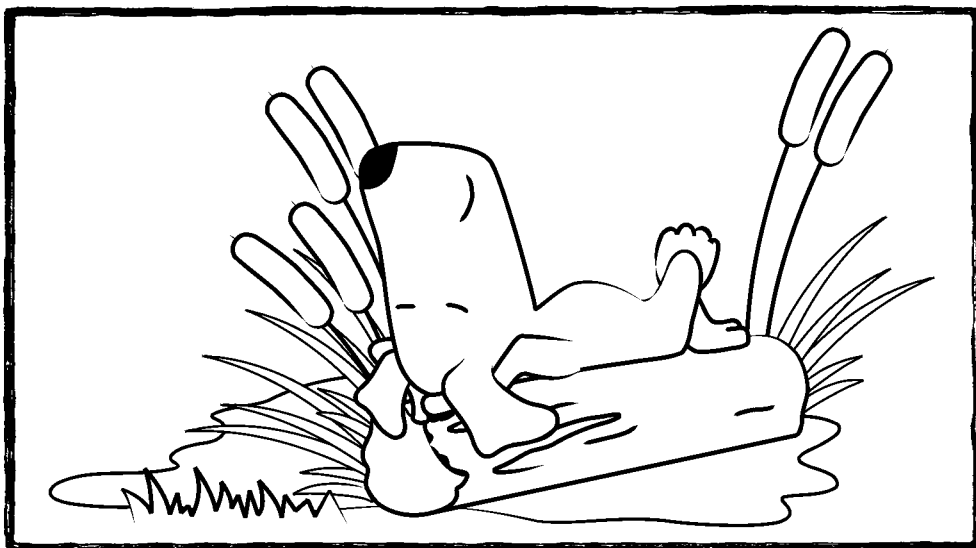


Written by Cheryl Ryan • Illustrated by Signe Nordin

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How Many Rhymes?

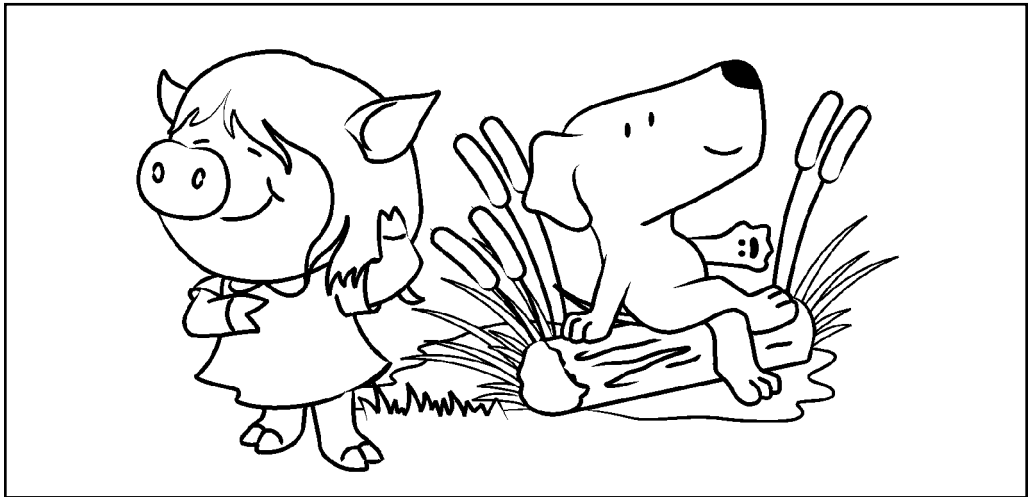
A Reading A-Z Level G Leveled Reader • Word Count: 212




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How Many Rhymes?



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12	DRA
11-12	Reading Recovery
G	Fountas & Pinnell

LEVEL G
Correlation

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Level G Leveled Reader
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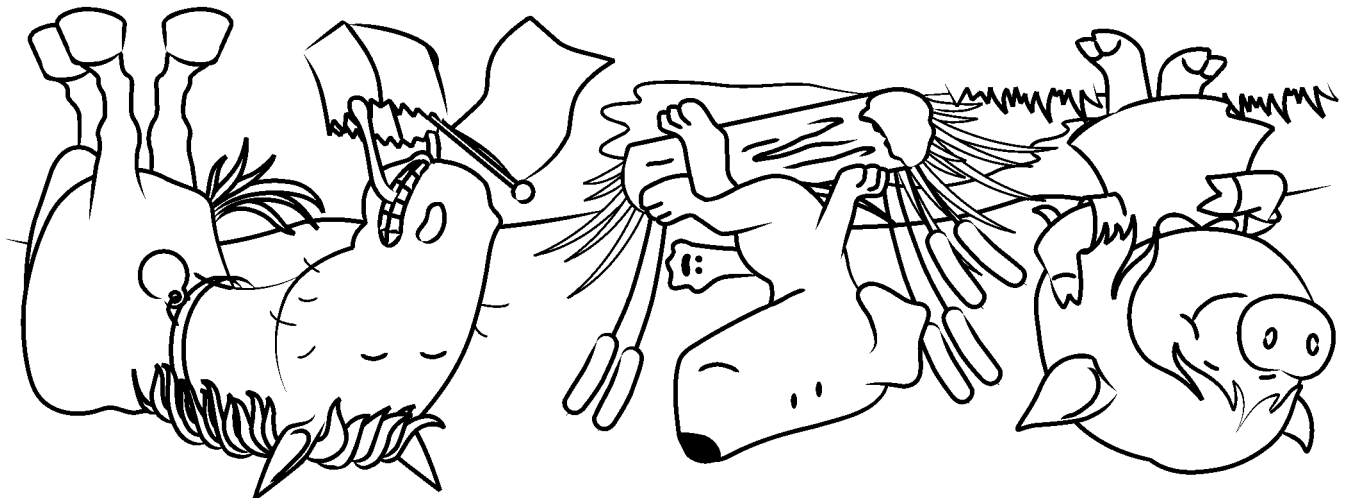


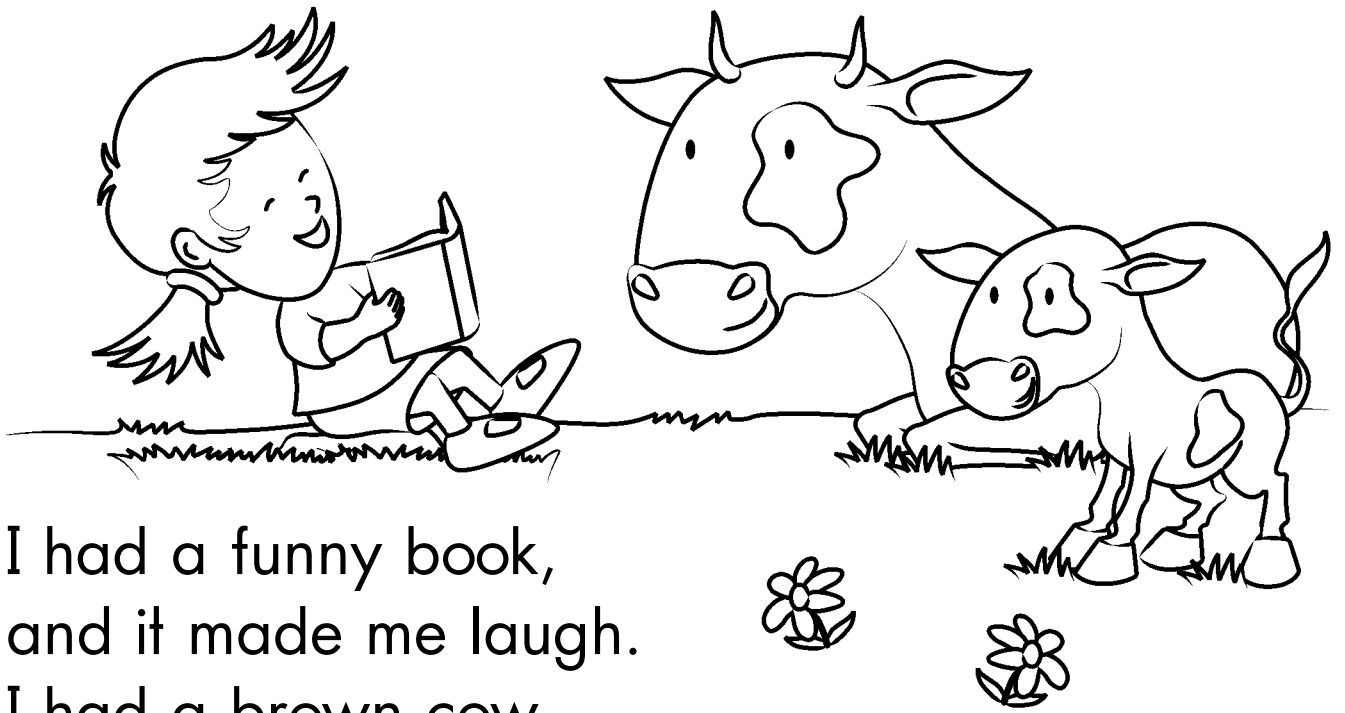
I had a little dog,
and it had no name.
I had a pretty pony,
and it was lame.

3

A pig in a wig and a dog in a bog.
How many rhymes each day?
A flag in a bag and a nag with a tag.
How many rhymes did I say?

4



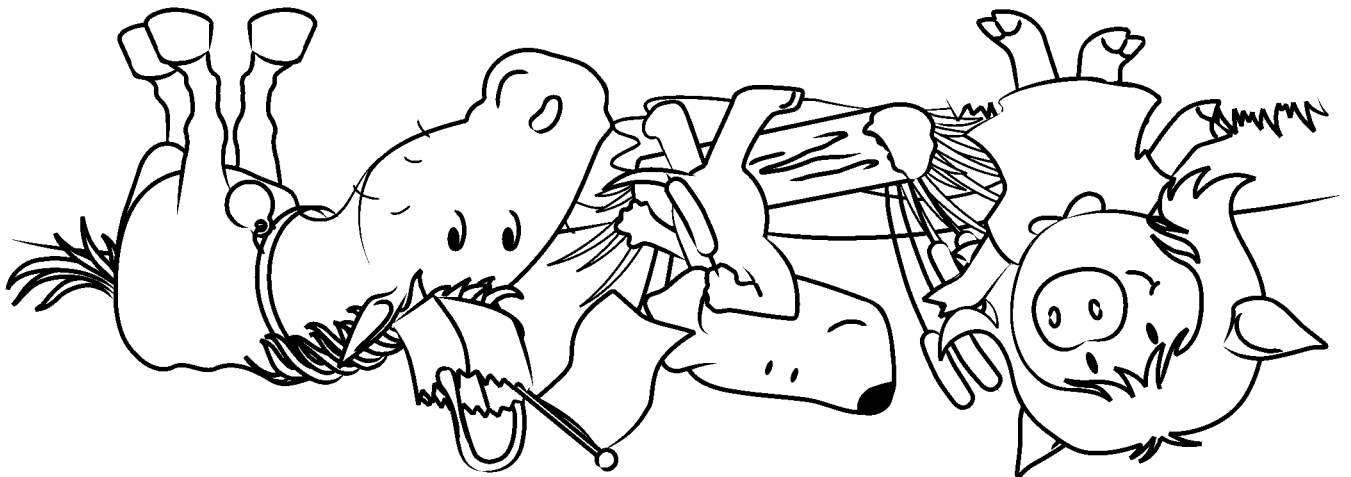


I had a funny book,
and it made me laugh.
I had a brown cow,
and she had a calf.

5

A pig in a wig and a dog in a bog.
How many rhymes each day?
A flag in a bag and a nag with a tag.
How many rhymes did I say?

6



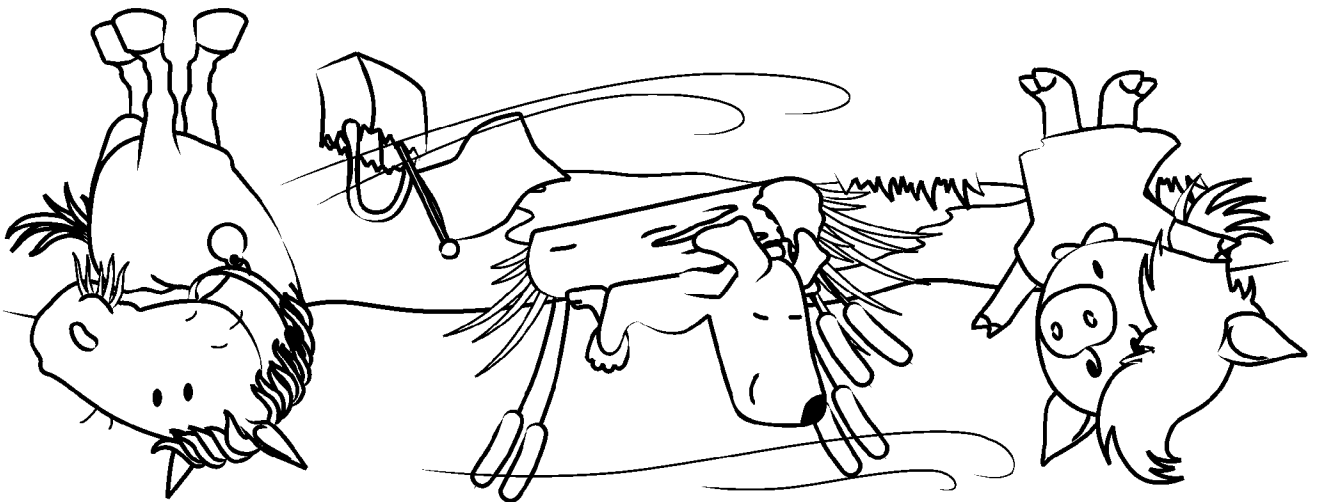


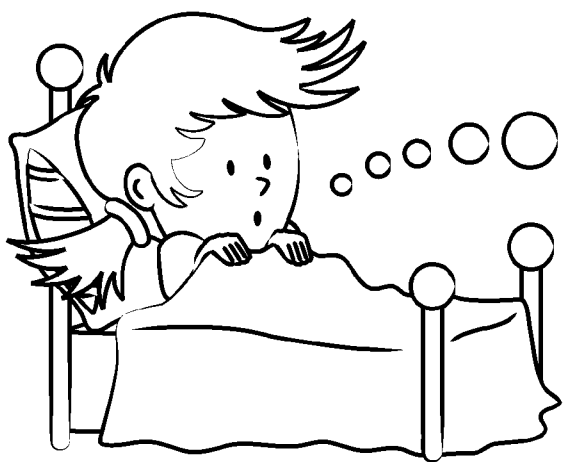
I had a little kitty,
and it lived in the city.
I had a fancy bike,
And I gave it to Mike.

7

A pig in a wig and a dog in a bog.
How many rhymes each day?
A flag in a bag and a nag with a tag.
How many rhymes did I say?

8





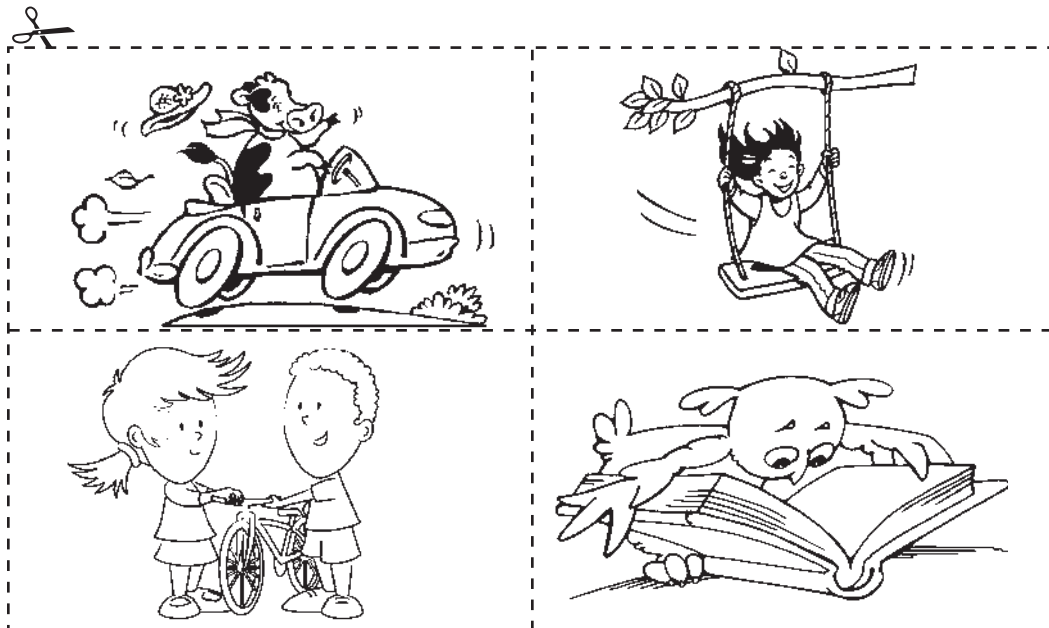
I had a bad dream,
and it made me scream.
I had eighty legs
and a dozen large eggs.

A pig in a wig and a dog in a bog.
How many rhymes each day?
A flag in a bag and a nag with a tag.
How many rhymes did I say?



Name _____

Reality	Fantasy



INSTRUCTIONS: Have students cut out the pictures and paste them under the appropriate heading.

Name _____

wig

bog

nag

lame

dozen

calf

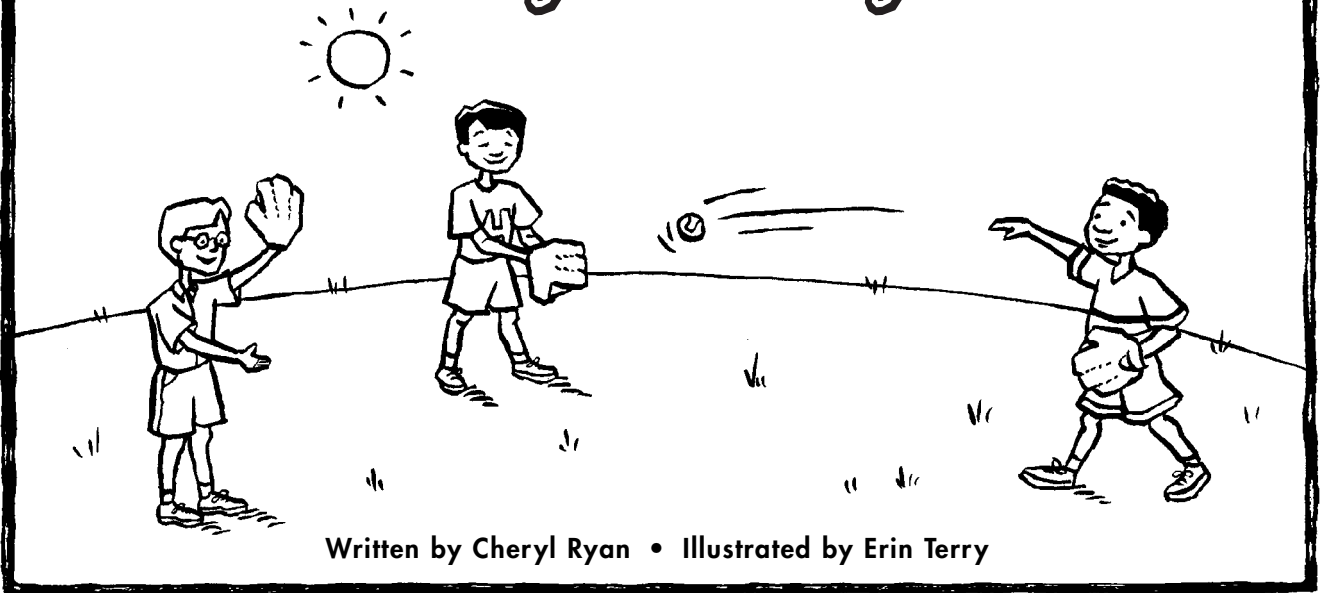
HOW MANY RHYMES? • LEVEL G • 2

SKILL: ALPHABETICAL ORDER

INSTRUCTIONS: Read each word with students. Then have them cut apart each word and place them in alphabetical order.

LEVELED READER • G

My Day

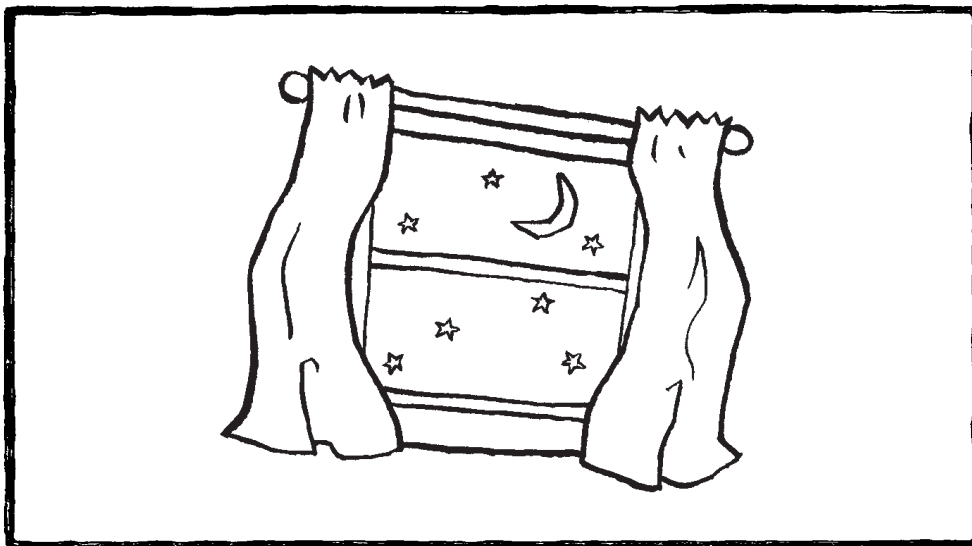


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My Day

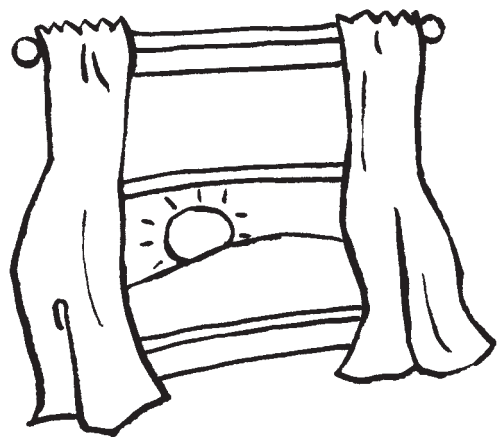
A Reading A-Z Level G Leveled Reader • Word Count: 190



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My Day



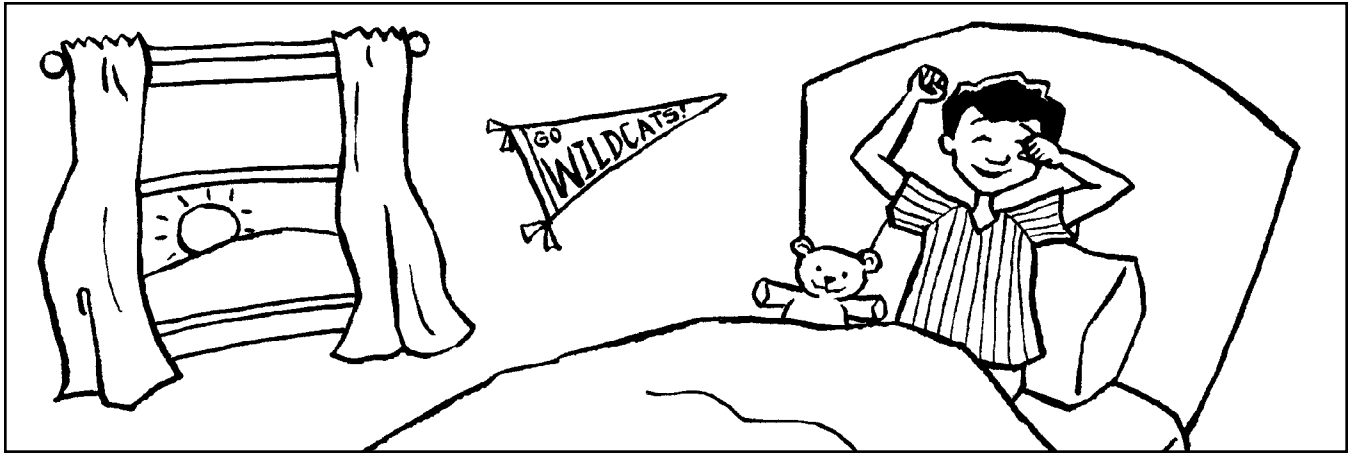
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12	DRA
11-12	Reading Recovery
G	Fountas & Pinnell

LEVEL G
Correlation

My Day
Level G Leveled Reader
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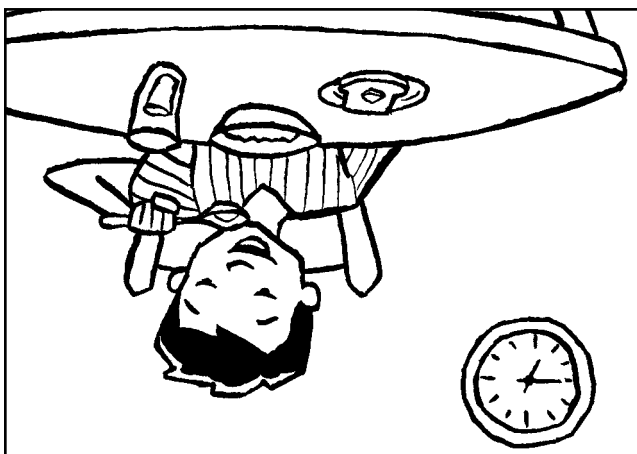


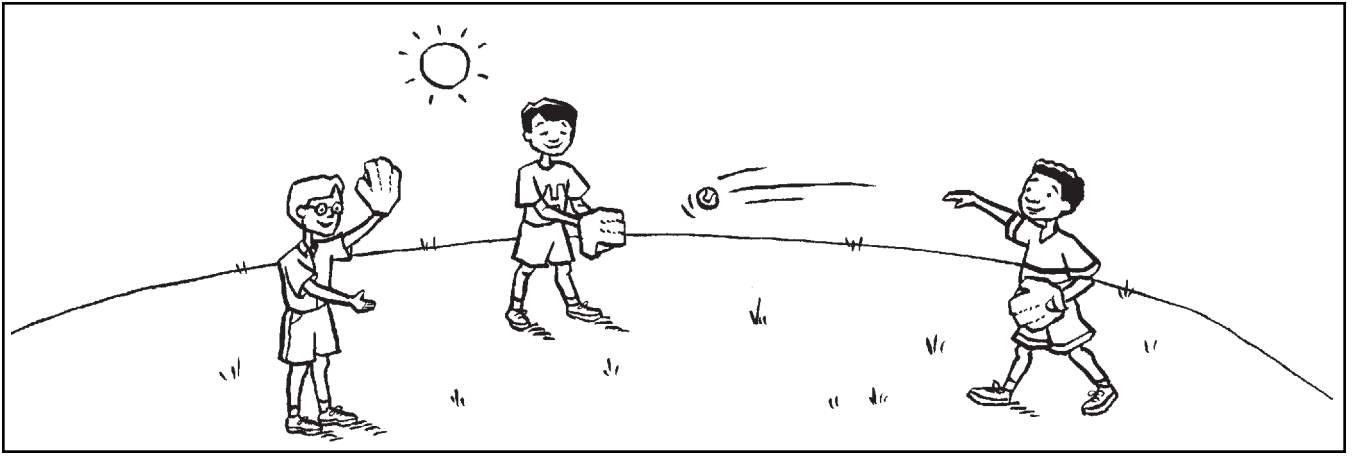
Morning is when the sun rises.
 The sun rises early in the morning.
 My day begins early in the morning
 when the sun rises.

3

I get up, wash my face,
 brush my hair, and get dressed.
 I eat my breakfast and drink my juice.
 Then I get ready for school.

4



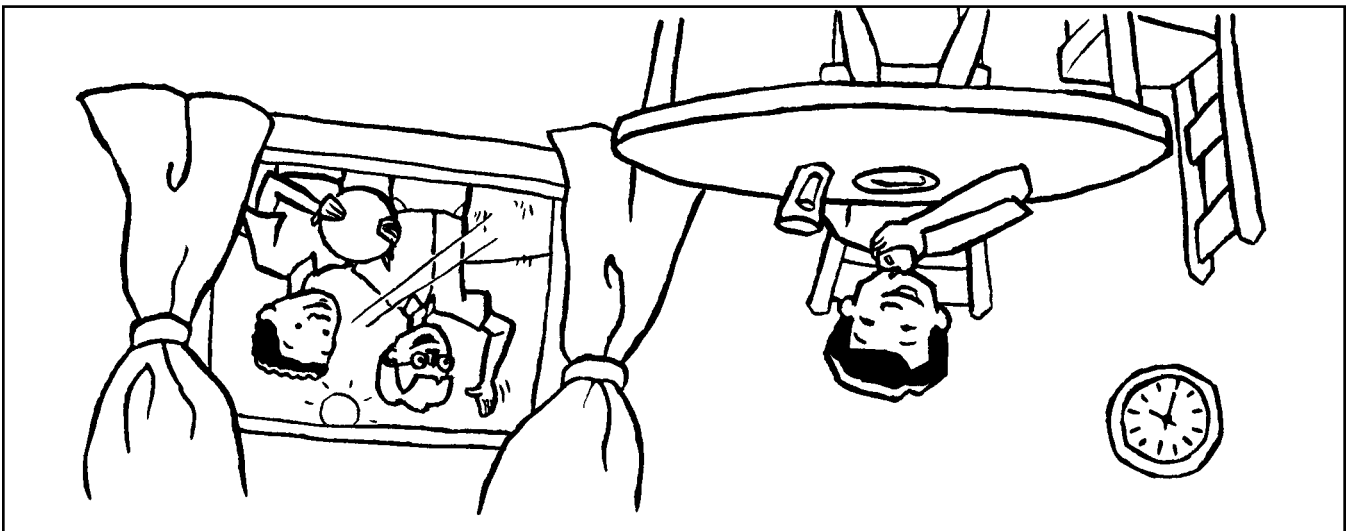


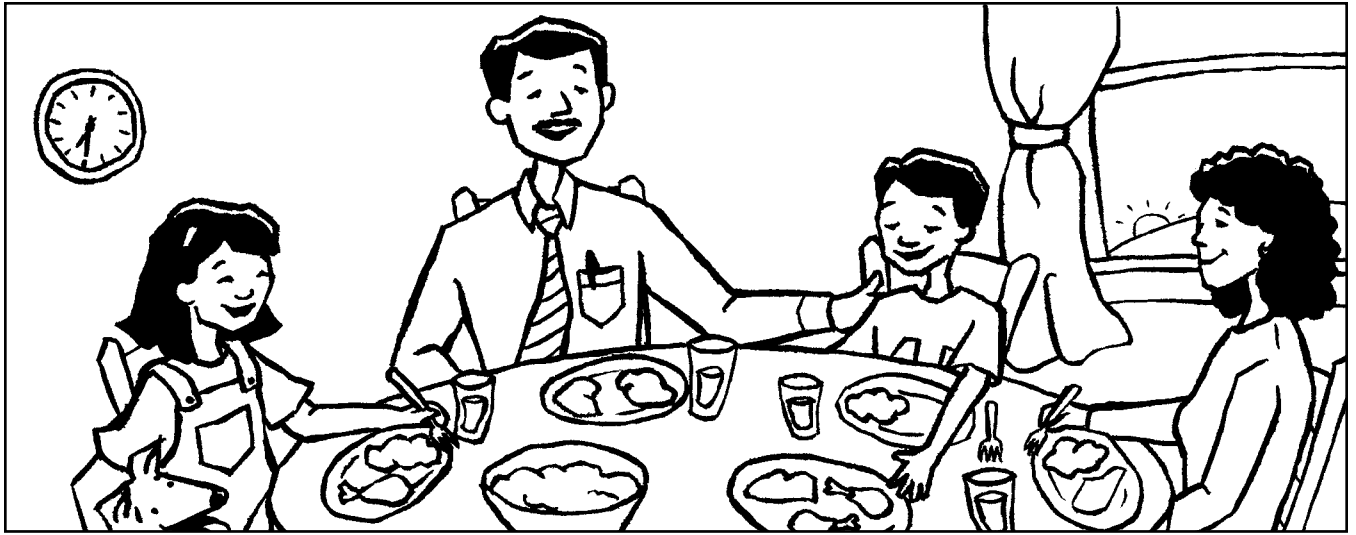
Noon is when the sun is high in the sky.
 It is lunchtime at school
 It is bright, and it is warm.
 I eat lunch, and I play with my friends.

5

Afternoon is when the sun begins to go down.
 I come home from school, and I eat a snack.
 I play with my friends.

6



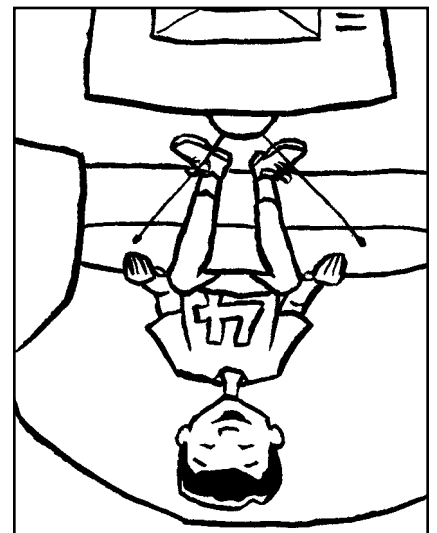
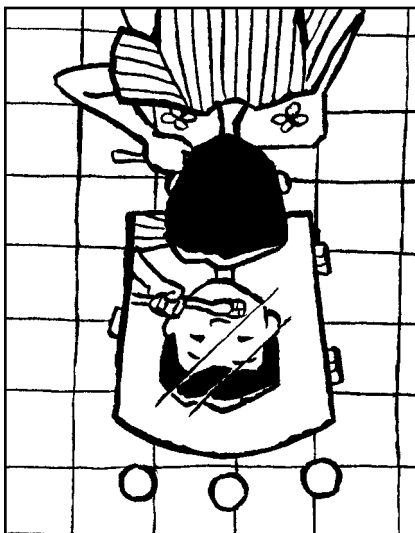


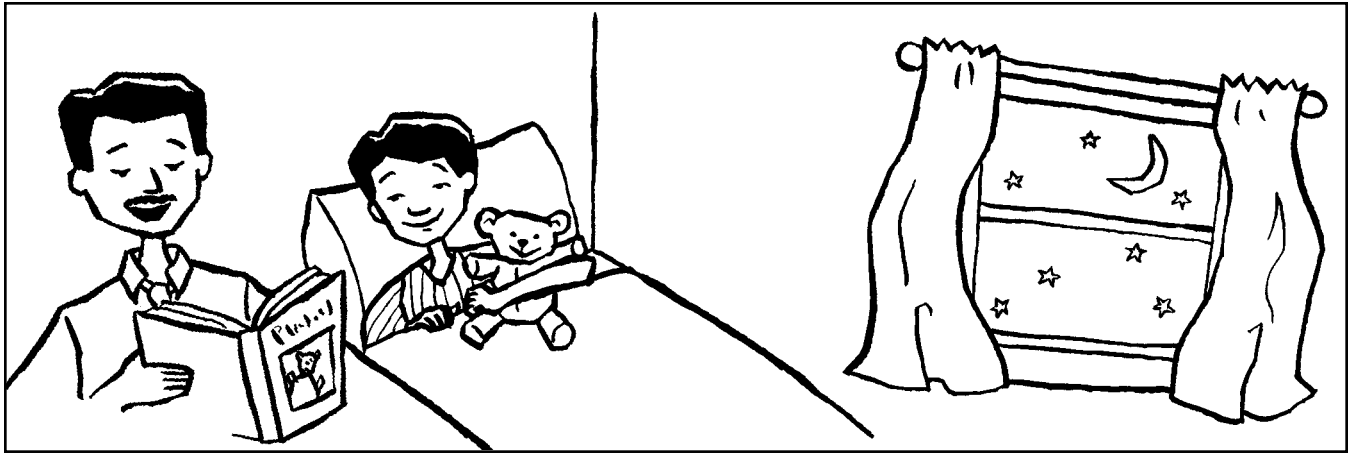
Evening is when the sun is lower in the sky.
It is getting darker.
I eat dinner with my family.

7

After dinner, I like to watch television.
I like to read my favorite books.
Then I get ready for bed.

8



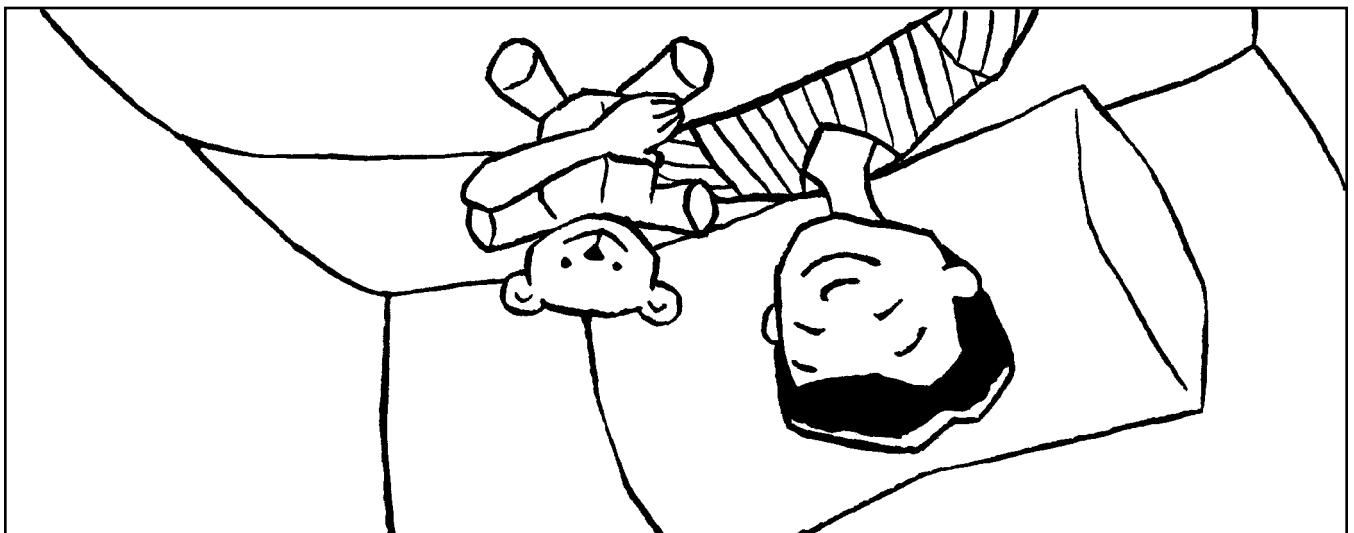


Night comes after the sun has set.
 The sky is dark.
 The moon and stars are out.
 I get into bed, and Dad reads me a story.

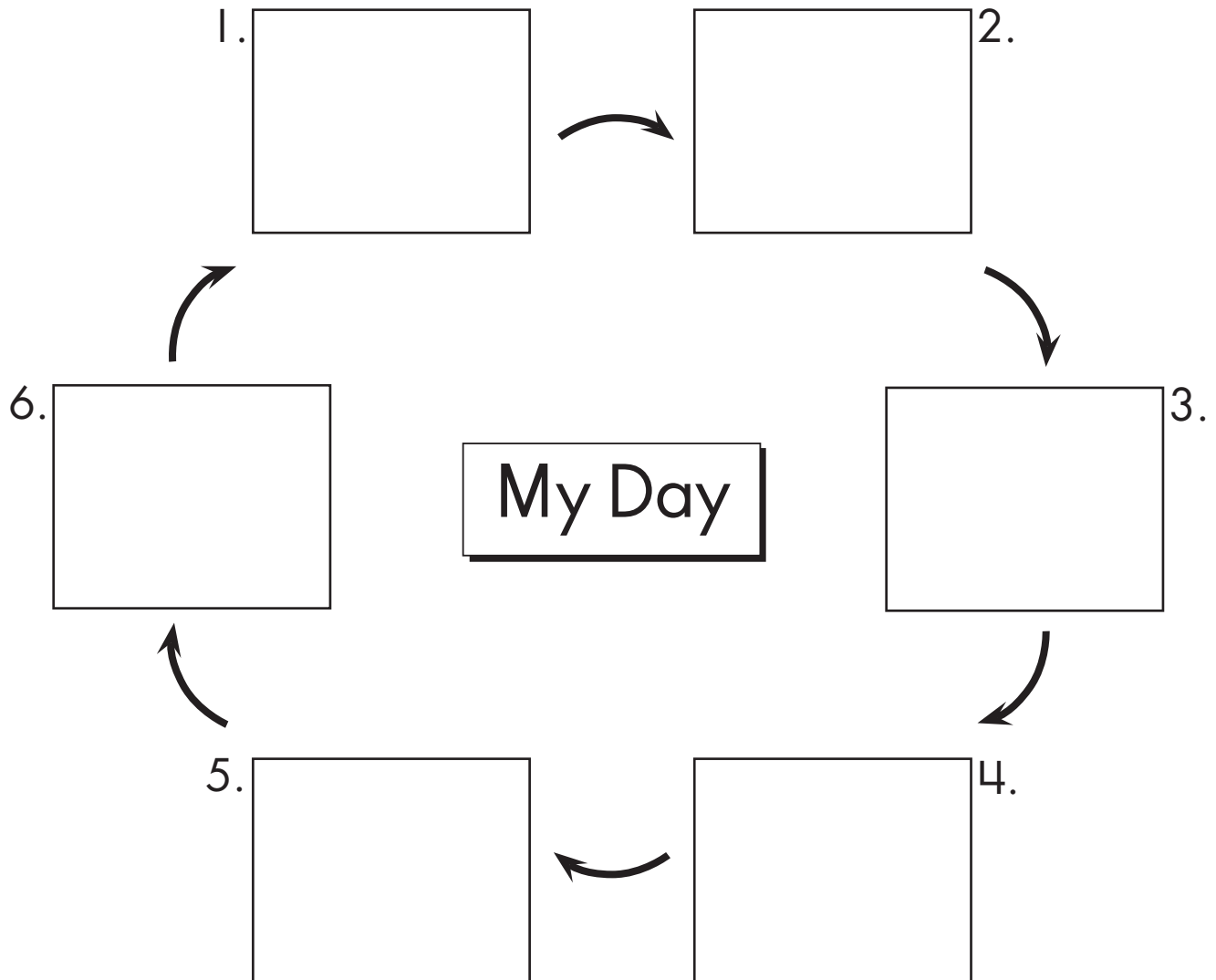
9

Then I go to sleep in my bed.
 Teddy goes to sleep in my bed, too.
 ZZZZZZZZZZZZ.

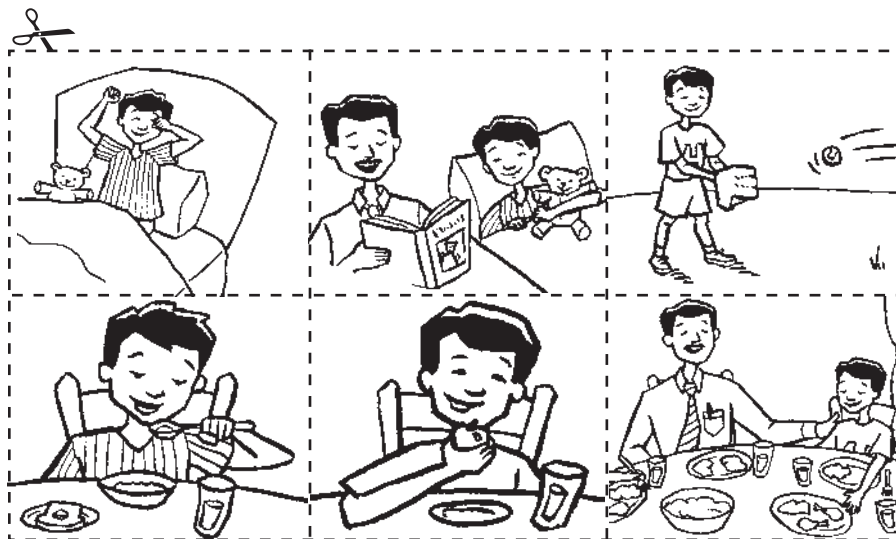
01



Name _____



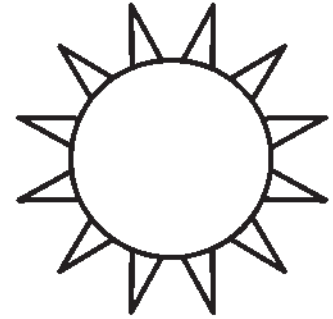
MY DAY • LEVEL G • 1



SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students cut out the pictures and paste them in the order in which they happened in the story.

Name _____



early

low

high

dark

rises

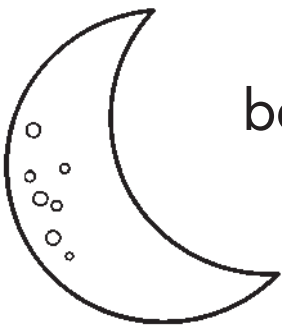
end

bright

asleep

awake

late



beginning

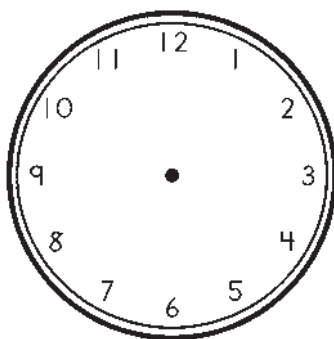
sets

INSTRUCTIONS: Have students draw lines to match each word with its antonym.

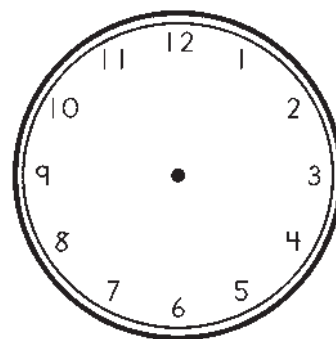
Name _____



7:00

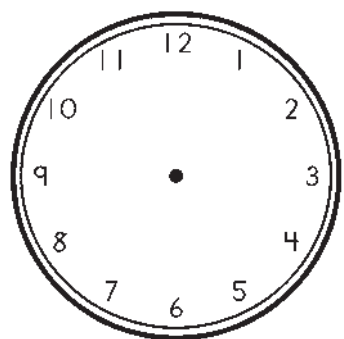


8:00

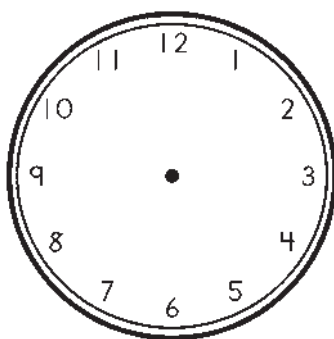


12:00

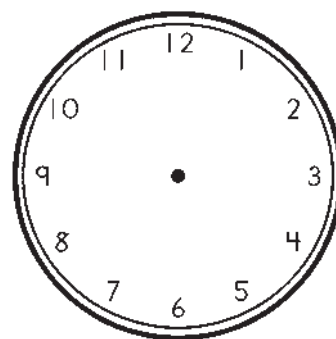
MY DAY • LEVEL G • 3



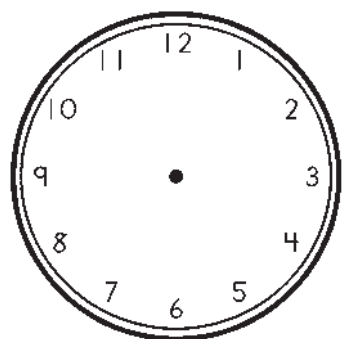
3:30



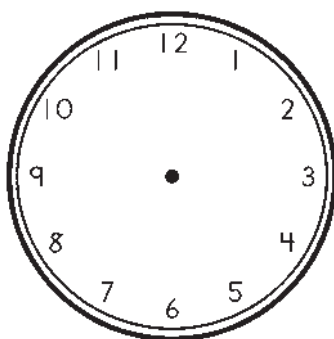
5:00



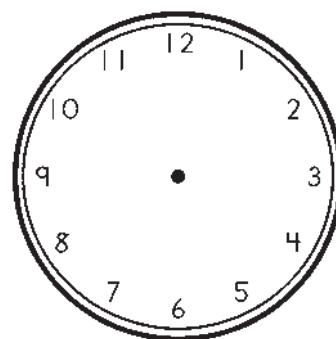
6:30



11:30



9:00



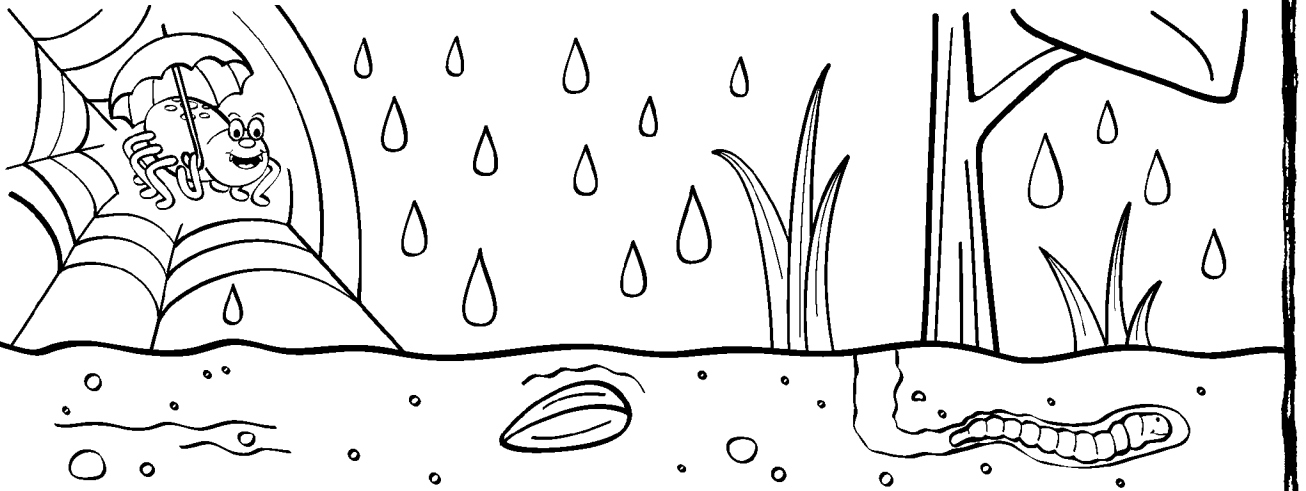
2:00

SKILL: TELLING TIME

INSTRUCTIONS: Have students draw the minute and hour hands on the clocks. The first one is done for them.

LEVELED READER • G

A Seed Grows

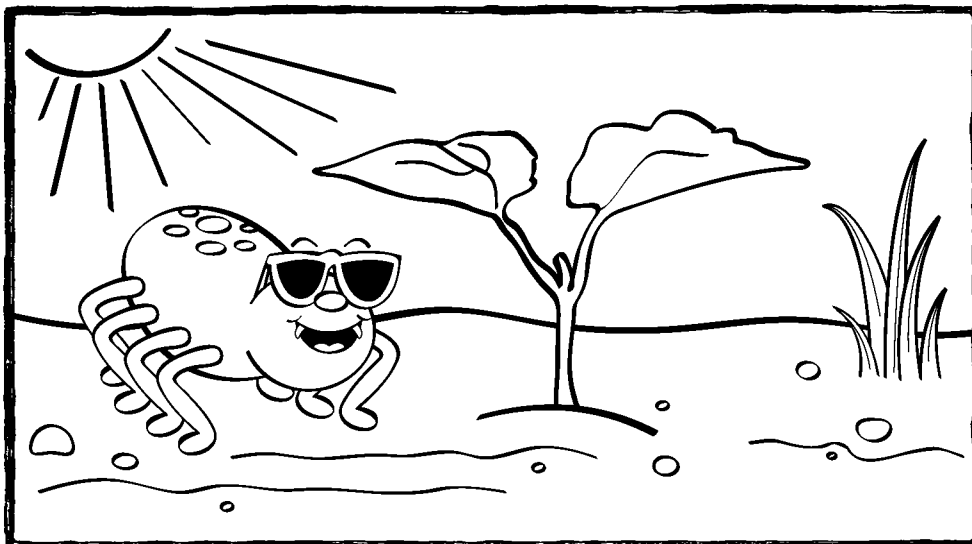


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A Seed Grows

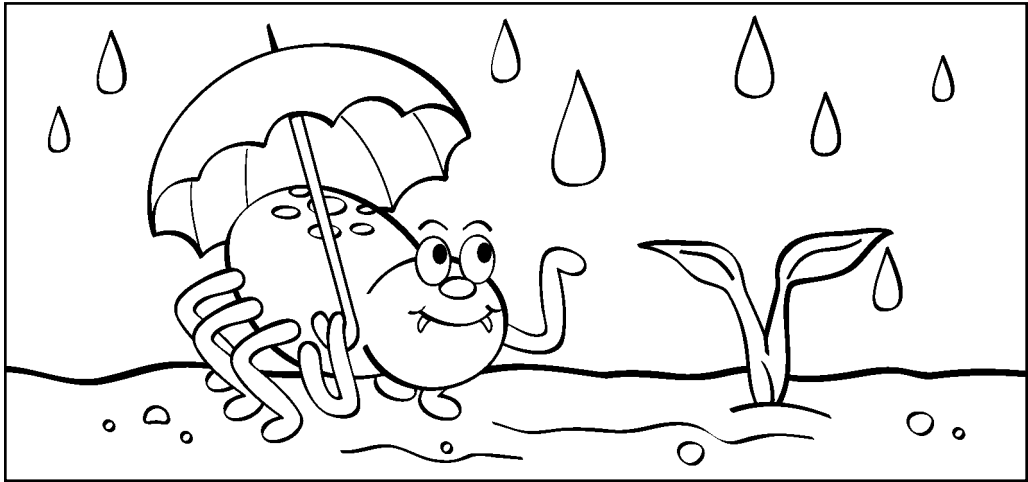
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A Seed Grows



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12	DRA
11-12	Reading Recovery
G	Fountas & Pinnell

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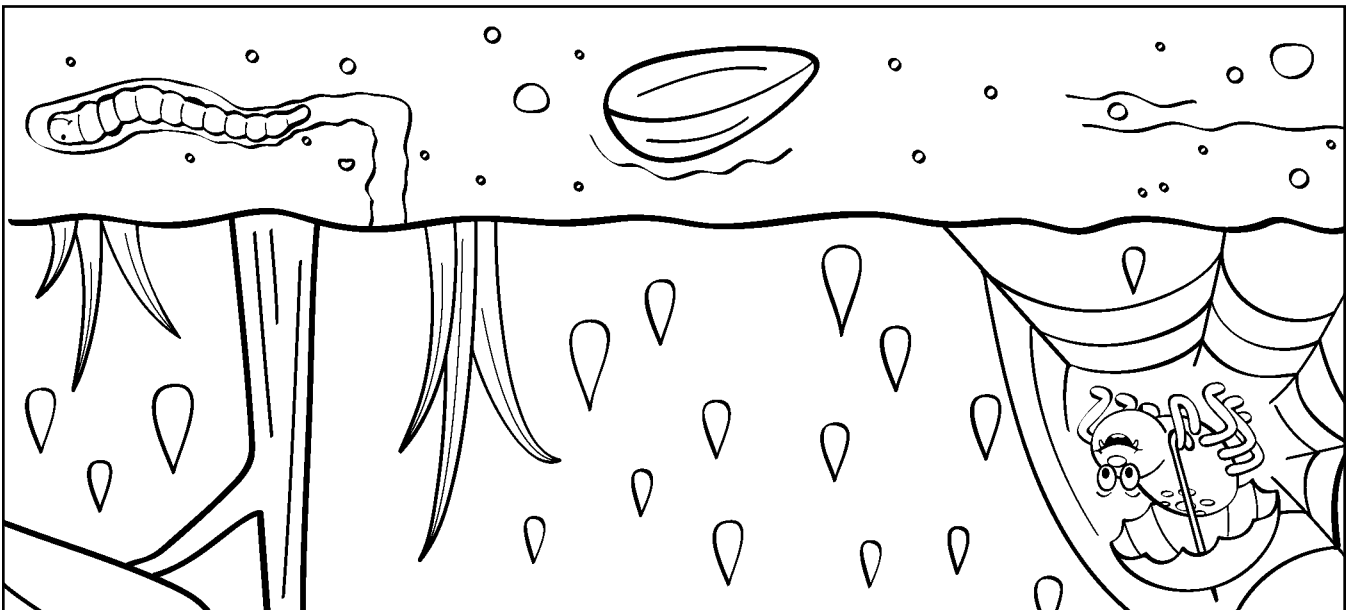


A small seed falls to the ground
and becomes buried in the soft soil.

3

The seed is buried in the soft soil,
and the rain falls.

4



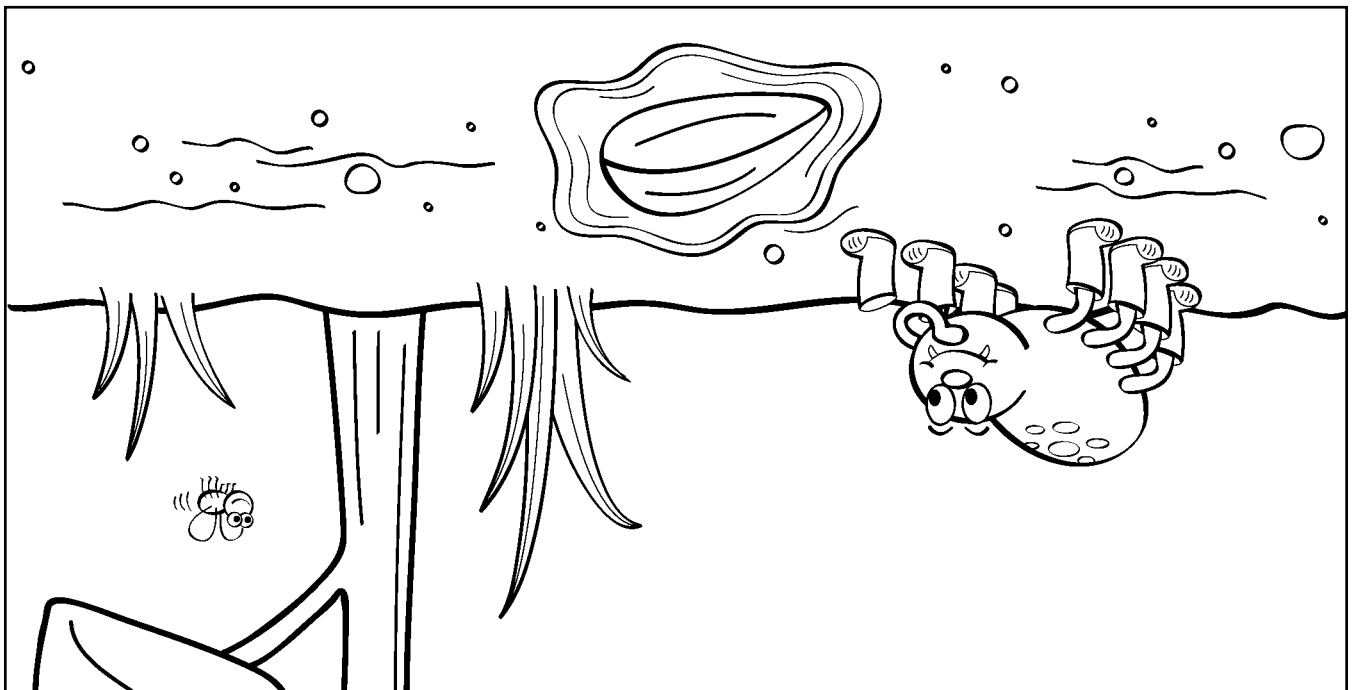


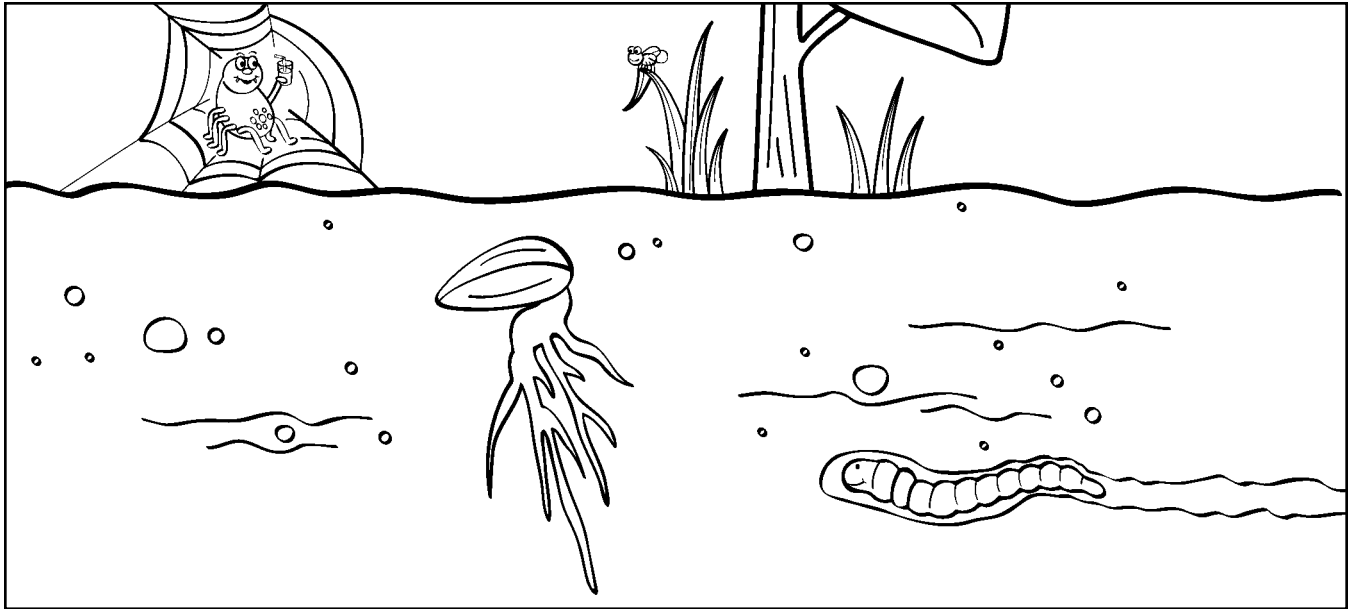
The rain soaks into the soil
that holds the small seed.

5

The small seed soaks up water from the rain.

6



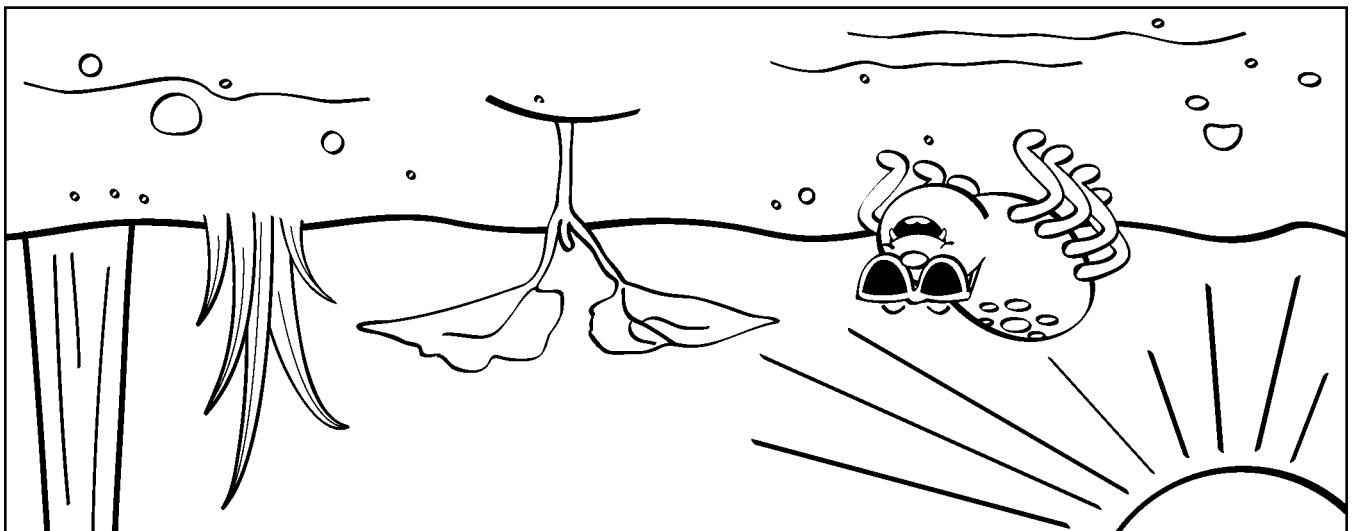


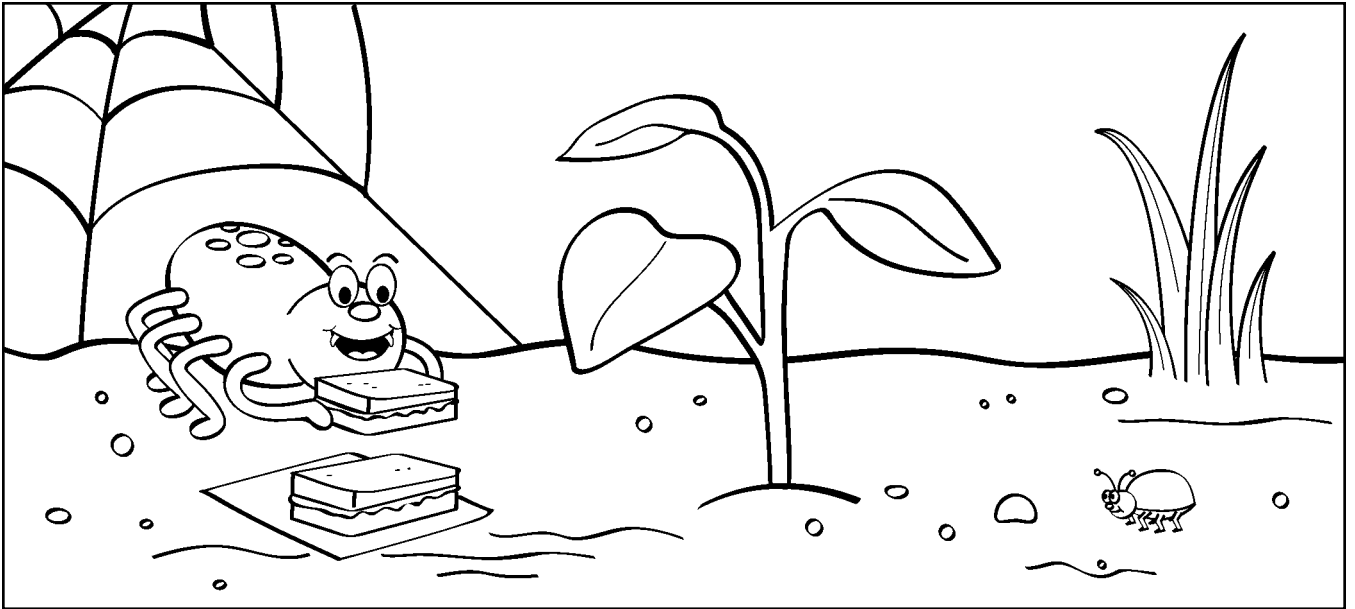
The water feeds the seed,
and roots grow down deep into the soil.

7

The leaves and a stem
grow up through the ground.
The leaves gather in the sunshine.

8



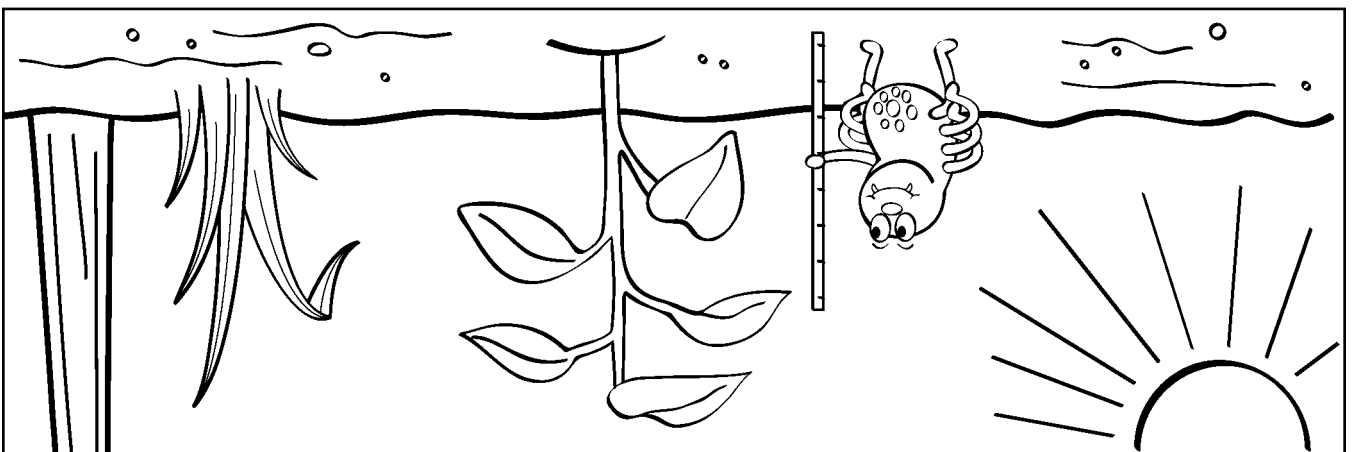


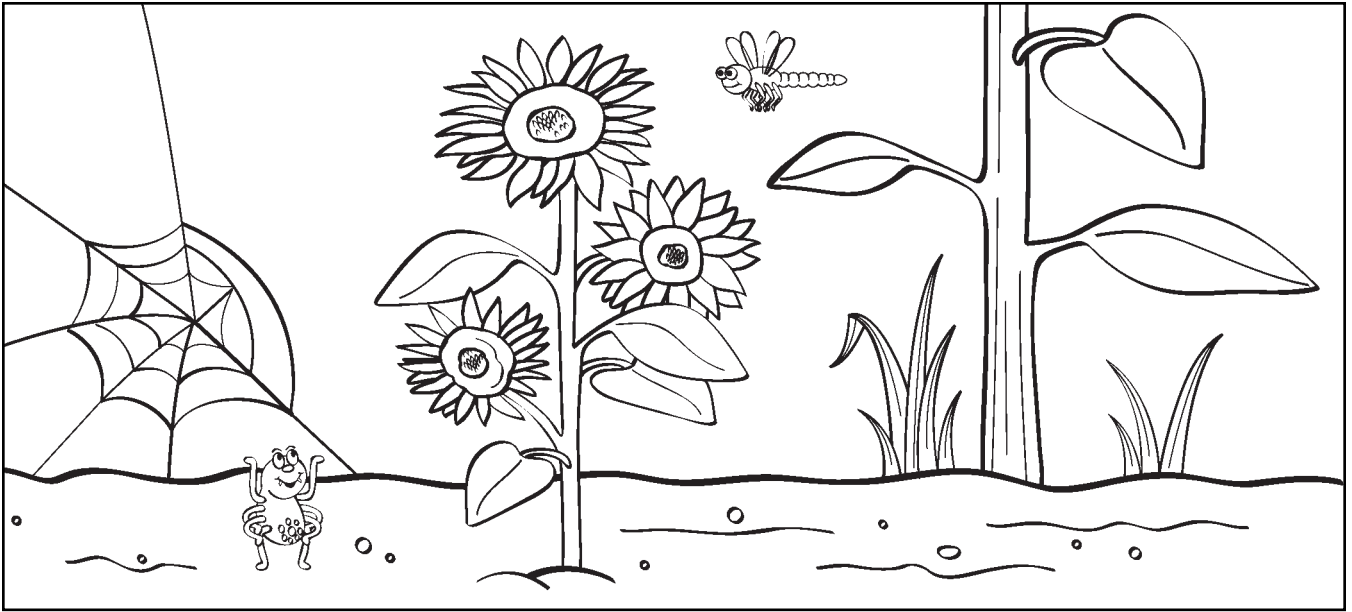
The plant uses sunshine to make food.
The rain and the soil feed the small plant.

9

The plant grows taller,
and more leaves grow on the stem.
The roots grow longer.
They go deep in the ground.

10



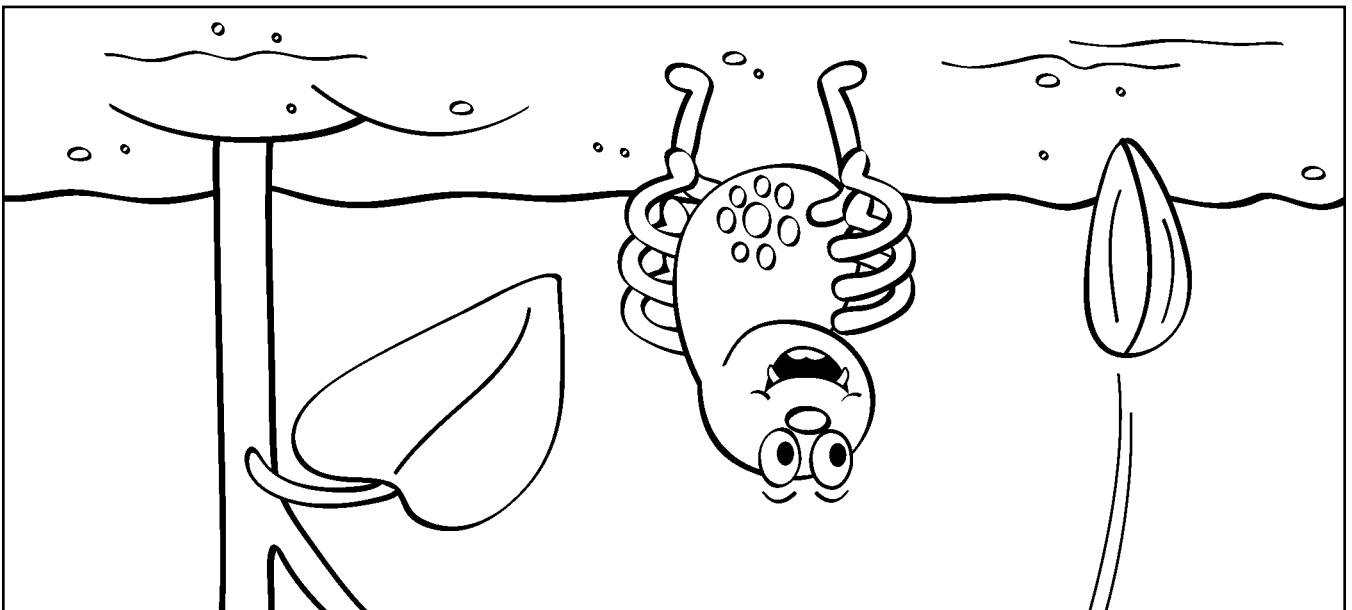


The big plant grows flowers.
The flowers make seeds.

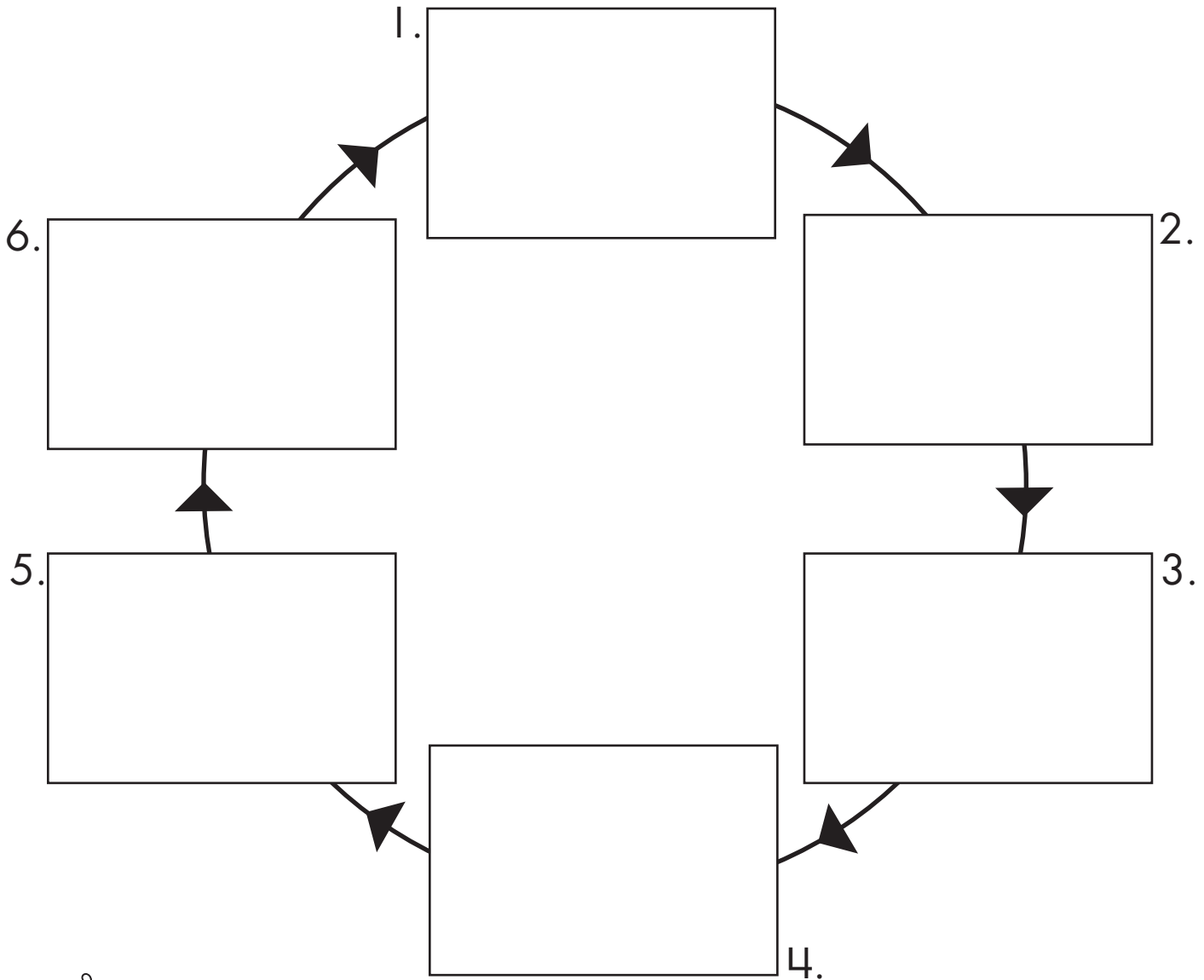
11

A new seed falls into the soft soil.
What will happen next?

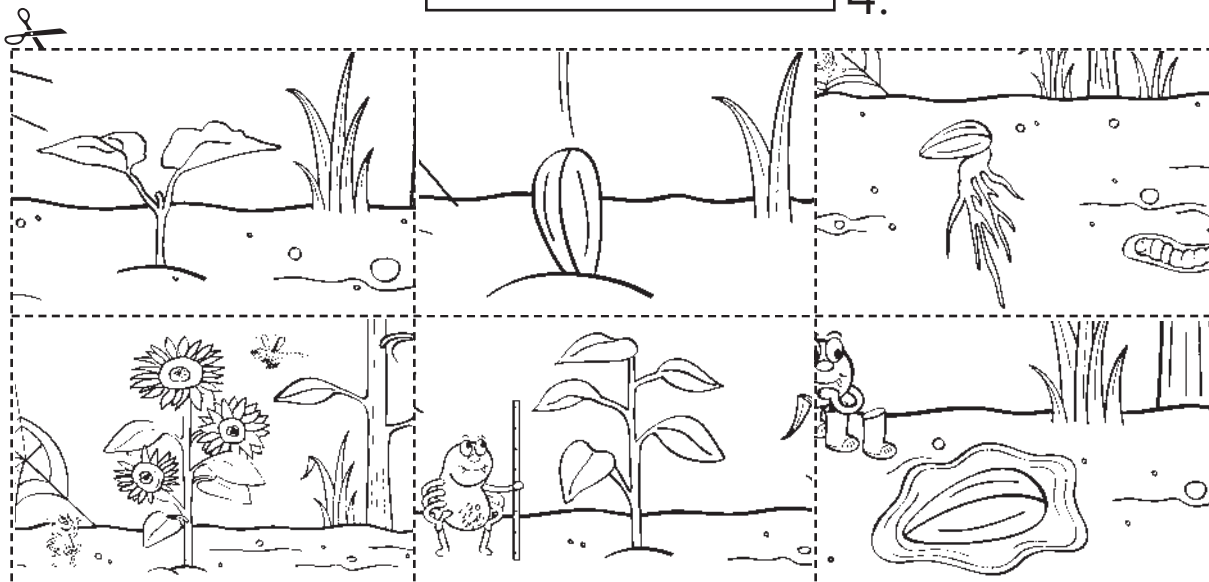
12



Name _____



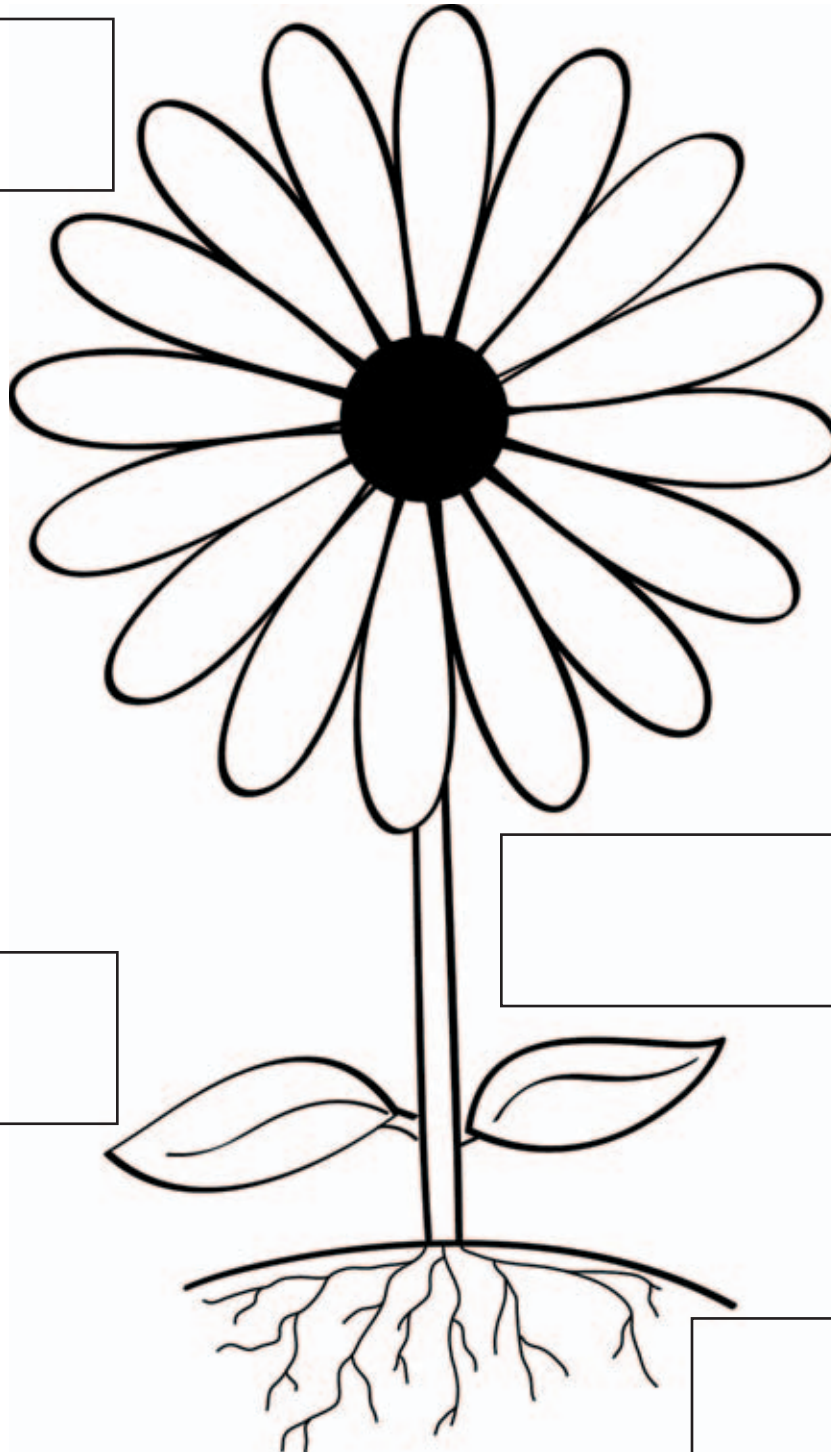
A SEED GROWS • LEVEL G • 1



SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students cut out the six drawings and paste them in the correct order in the cycle.

Name _____



roots

leaves

stem

flower

INSTRUCTIONS: Have students cut out each word and paste it next to the appropriate part of the flower.

Name _____

My Seed Journal

By

Date

1

2

3

4

5

INSTRUCTIONS: Have students cut out the pages and staple them together to make a seed growth journal. As the seed develops, have them draw a picture and write a sentence about the changes.

LEVELED READER • G

The Chase

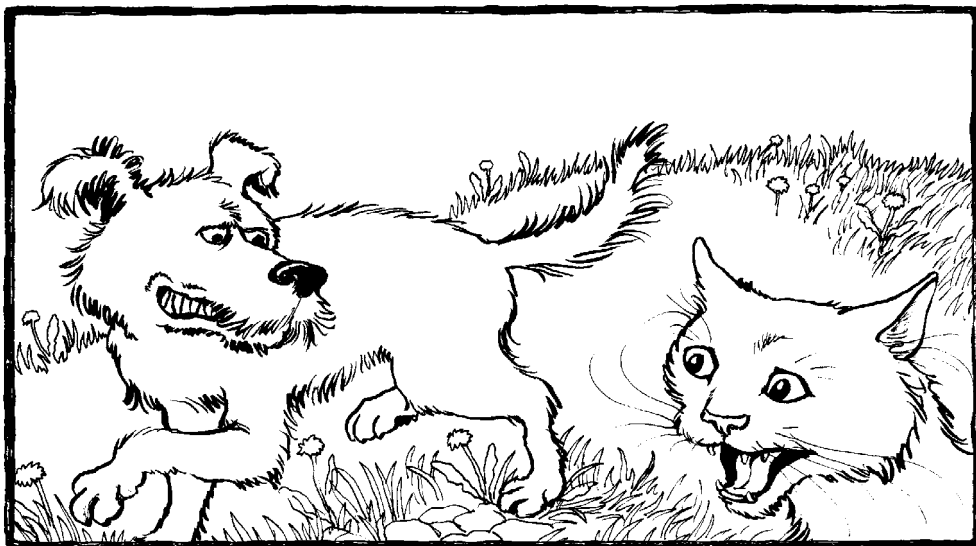


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The Chase

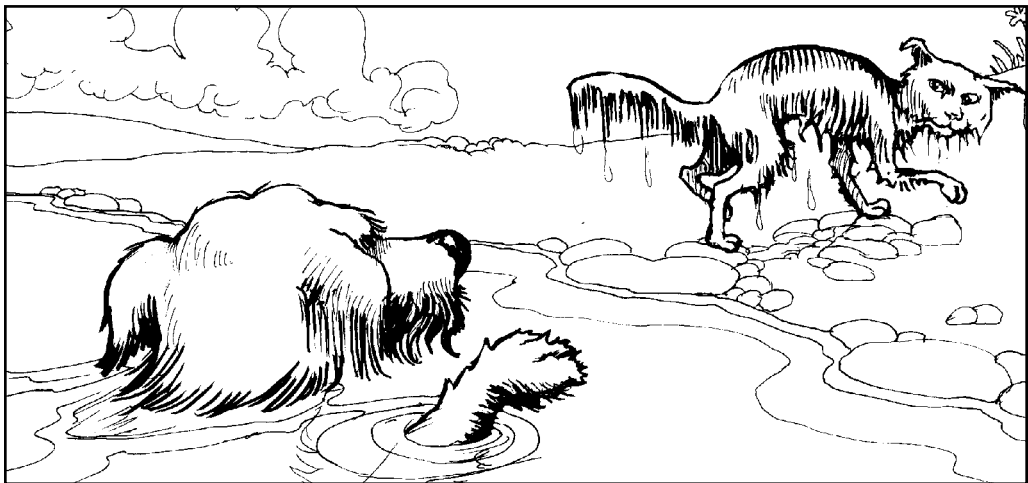
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The Chase



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G	Fountas & Pinnell

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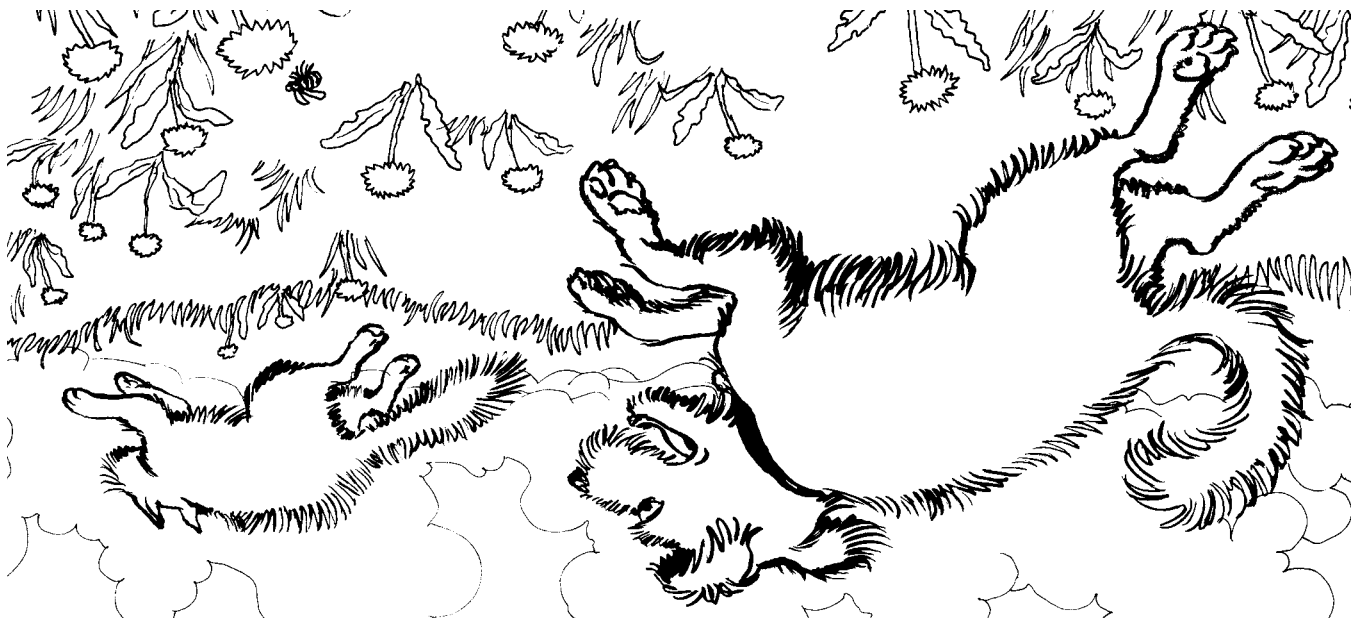


A dog and a cat got into a spat.
Now what do you think the cat thought of that?

3

The dog chased the cat through a field of flowers.
They ran and they ran for hours and hours.

4





The dog chased the cat through deep, deep mud.
His hair and her fur were covered with crud.

5

The cat leapt over a wall with a dash.
But over the wall came the dog in a flash.
And into the water went the cat with a splash.

6





The cat swam quickly from shore to shore.
The dog swam behind, to chase her some more.

7

The cat crawled out and shook off the water.
The dog kept swimming as fast as an offer.

8

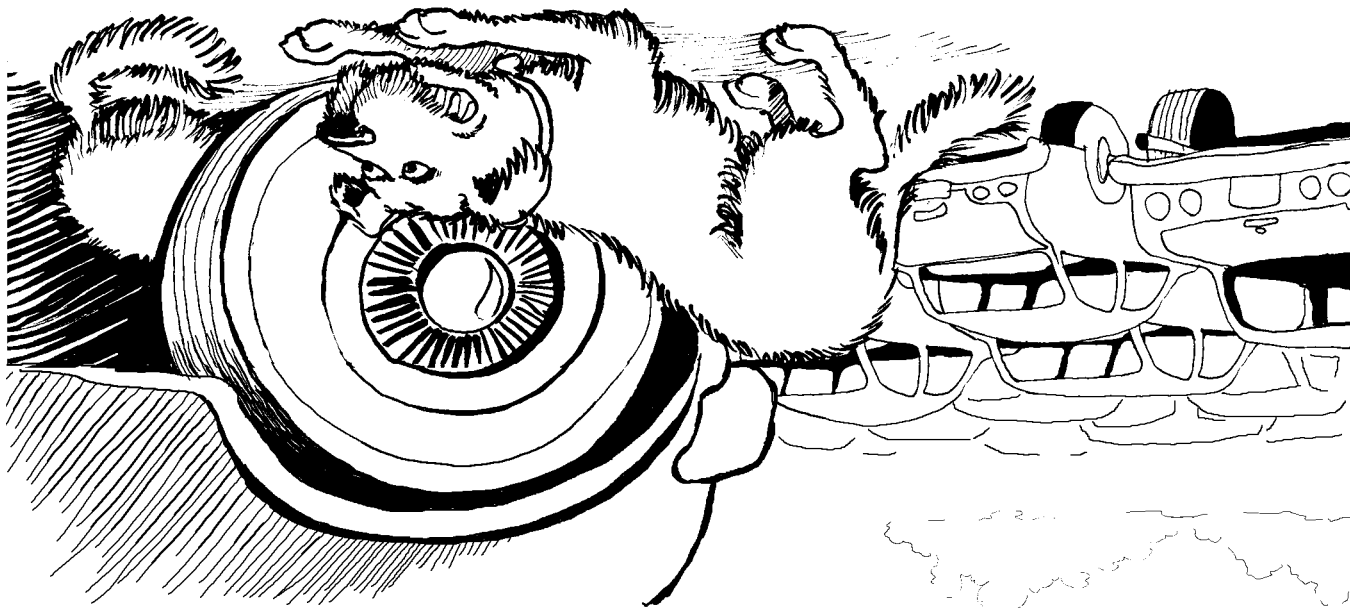


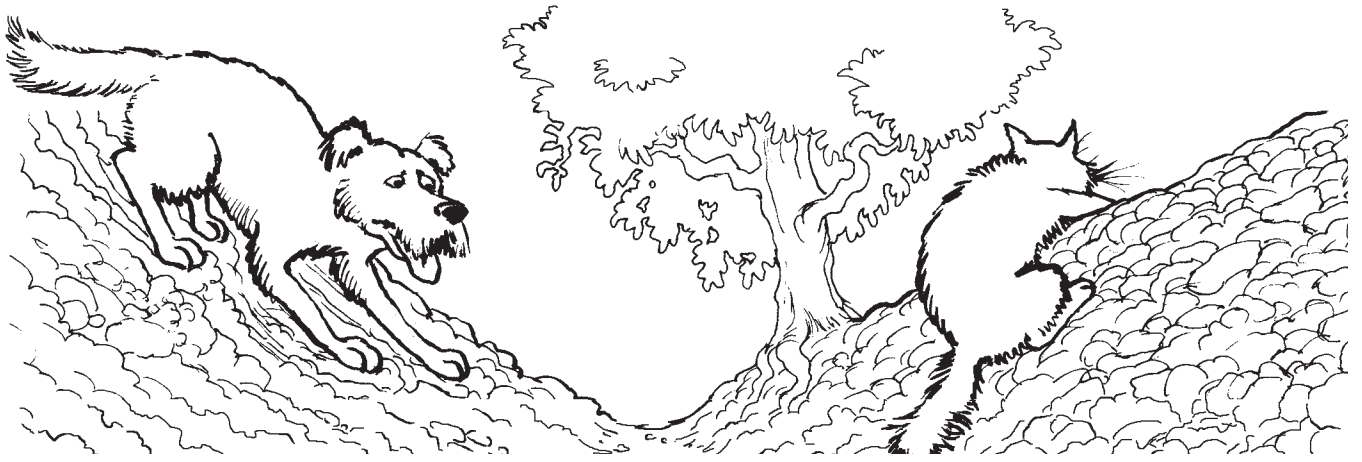


The cat ran through the tall grass of a meadow.
The dog that chased her was one angry fellow.

9

10
She hid under a car with her tail sticking out.
But the dog found her there, after looking about.



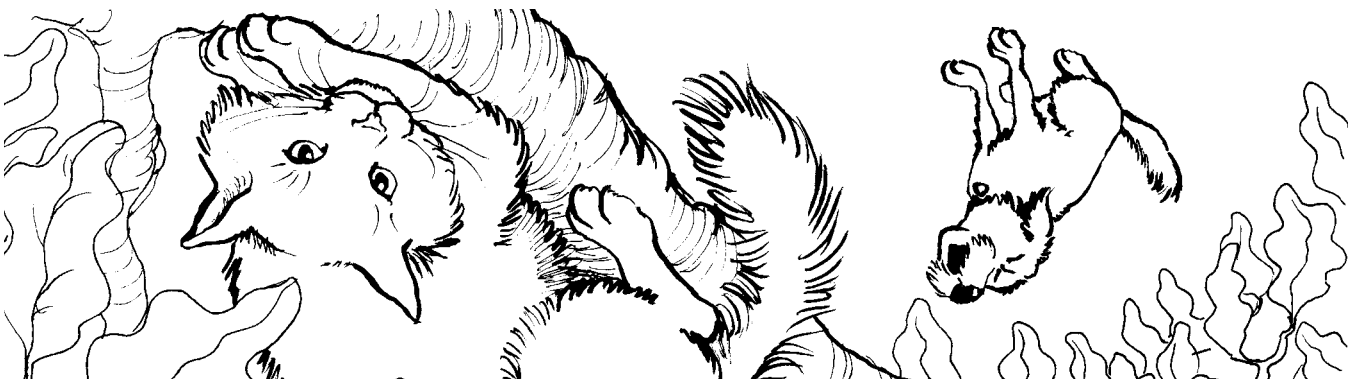


From under the car the cat ran like a shot.
She ran into a ditch, hoping not to get caught.
But the dog followed after.
The ditch stopped him not.

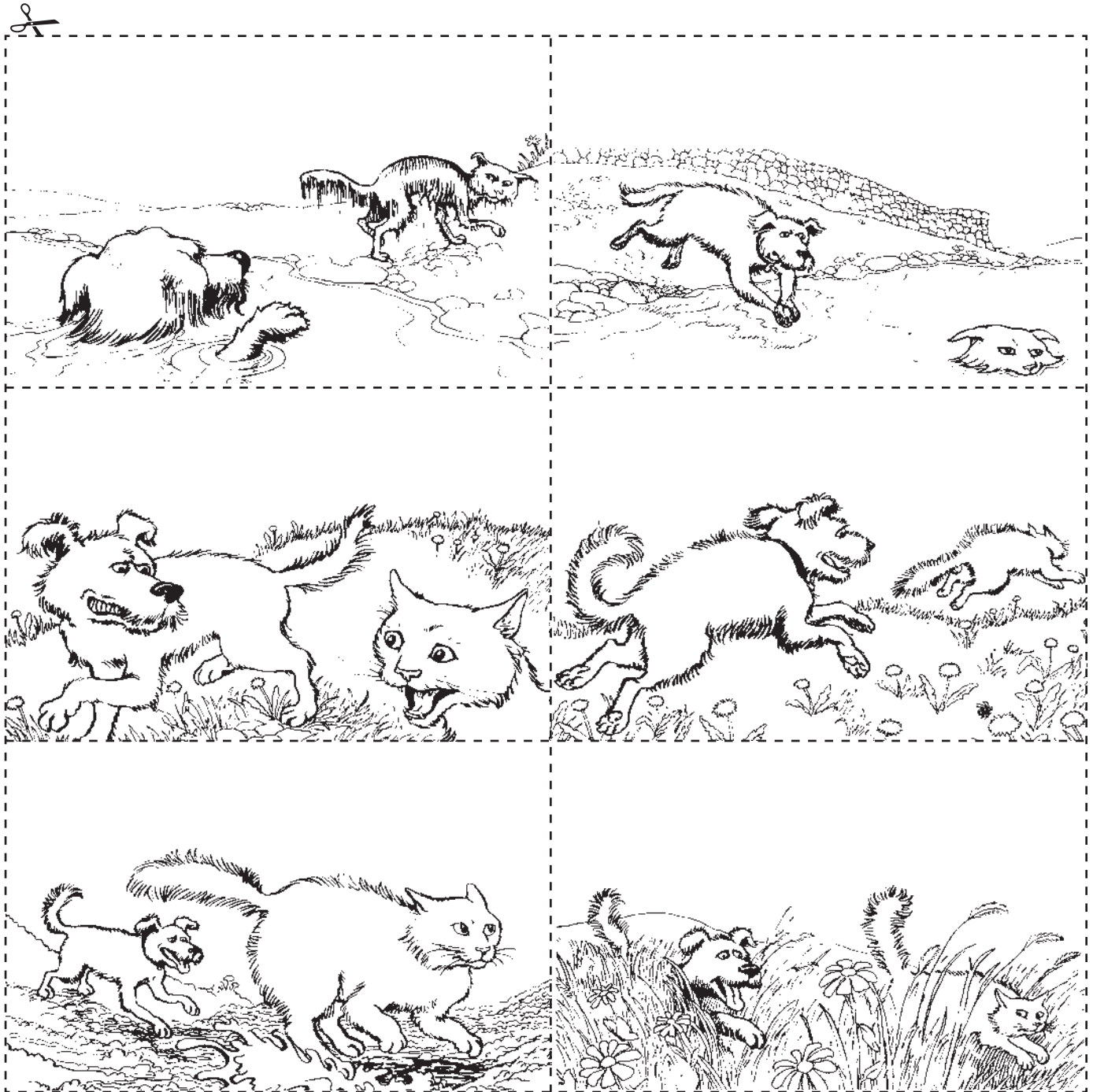
11

The chase then finally came to a stop.
The cat climbed a tree straight up to the top.
The dog just sat beneath her and growled.
The cat had escaped.
The dog sat there and howled.

12



Name _____



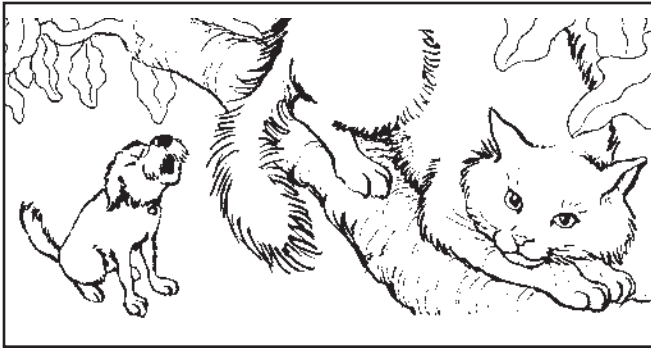
THE CHASE • LEVEL G • 1

SKILL: SEQUENCE EVENTS

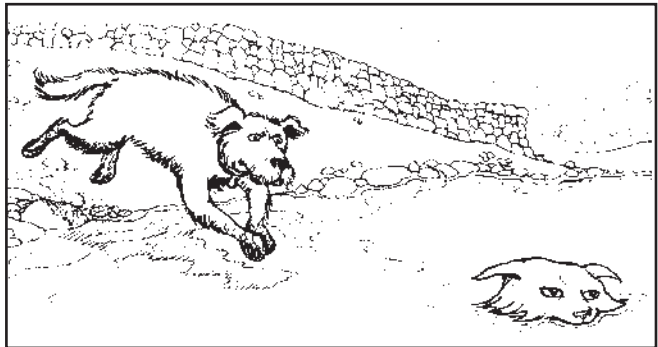
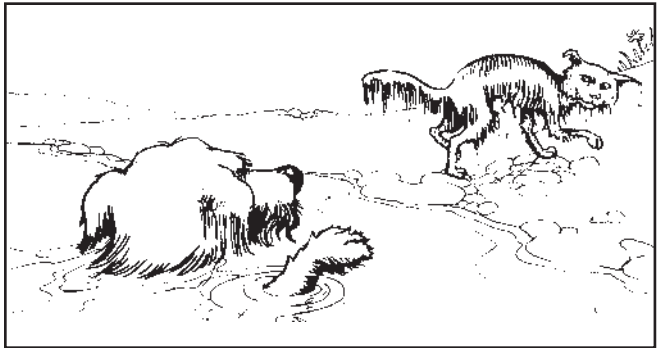
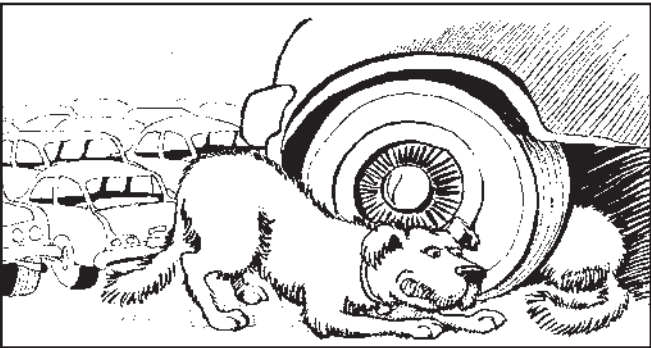
INSTRUCTIONS: Have students cut out the pictures. Then have them paste the pictures in the order in which they happened in the story on a separate piece of paper.

Name _____

through over into up out under



THE CHASE • LEVEL G • 2



SKILL: POSITION WORDS

INSTRUCTIONS: Have students select the position word from the word box best represents the cat in each picture and write it on the line.

Whose Eggs Are These?

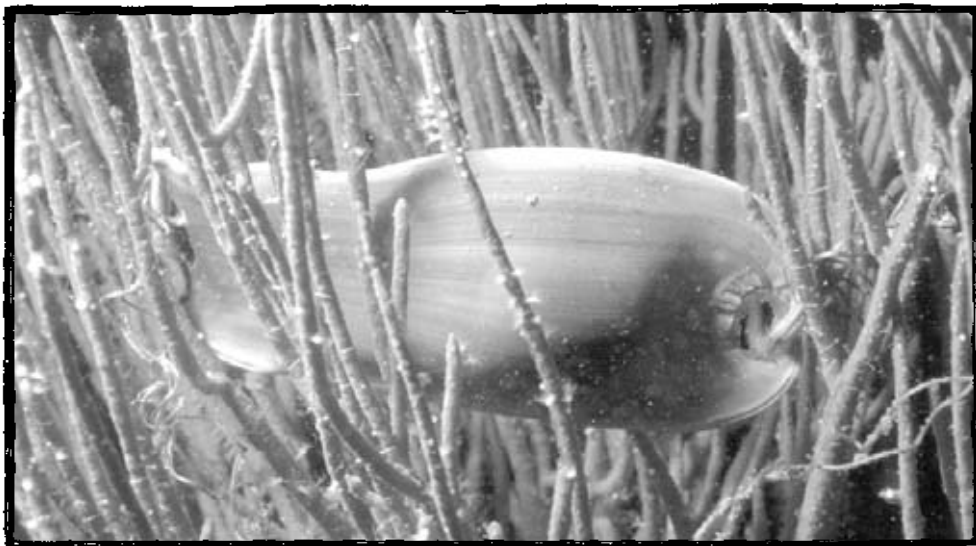


Written by Katherine Follett

www.readinga-z.com

Whose Eggs Are These?

A Reading A-Z Level G Leveled Reader • Word Count: 195



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Whose Eggs Are These?



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LEVEL G	
Fountas & Pinnell	G
Reading Recovery	11-12
DRA	12

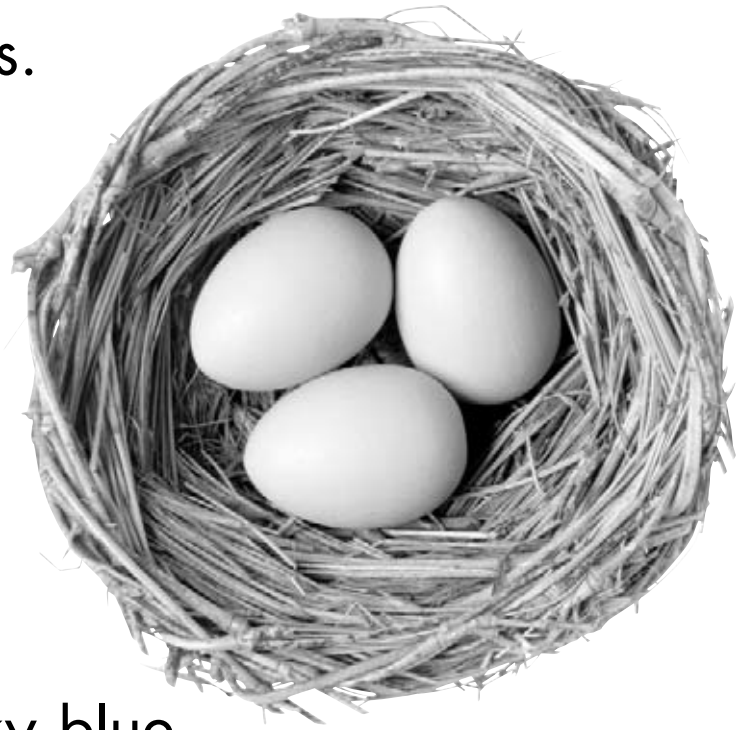
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page 5 (left): Northern pearly eye butterfly (*Enodia anhedon*) eggs
page 5 (right): Milbert's tortoiseshell butterfly (*Nymphalis milberti*) eggs
page 6: Tiger swallowtail butterfly (*Papilio glaucus*)
pages 7, 8: Black and yellow argiope spider (*Argiope aurantia*) with egg sac
title page, pages 9, 10: Adelie penguin (*Pygoscelis adeliae*) with eggs
pages 11, 12: Swell shark (*Cephaloscyllium ventriosum*) egg and hatching
page 14 (right): Bullfrog (*Rana catesbeiana*)

Whose Eggs Are These?
Level G Leveled Reader
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Many animals lay eggs.
Eggs can be strange
and beautiful.

These eggs are
in a nest of twigs
and soft grass.
They are a beautiful sky blue.
Do you know whose eggs these are?



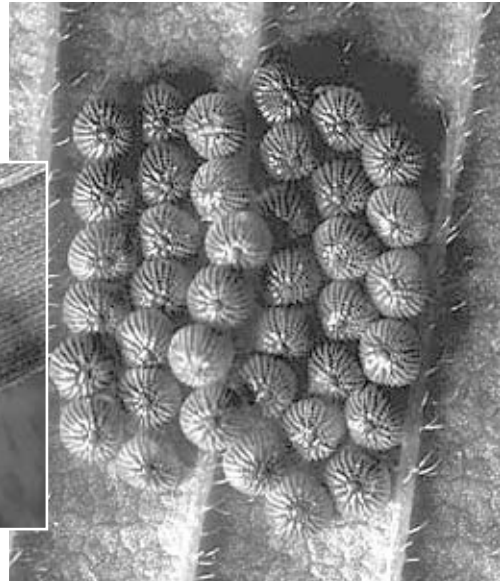
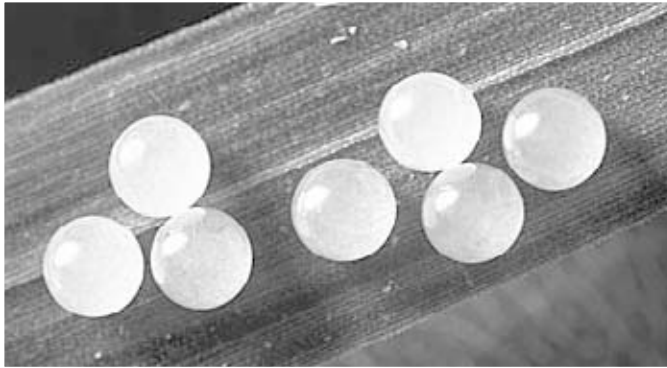
3

These are robin eggs.

4

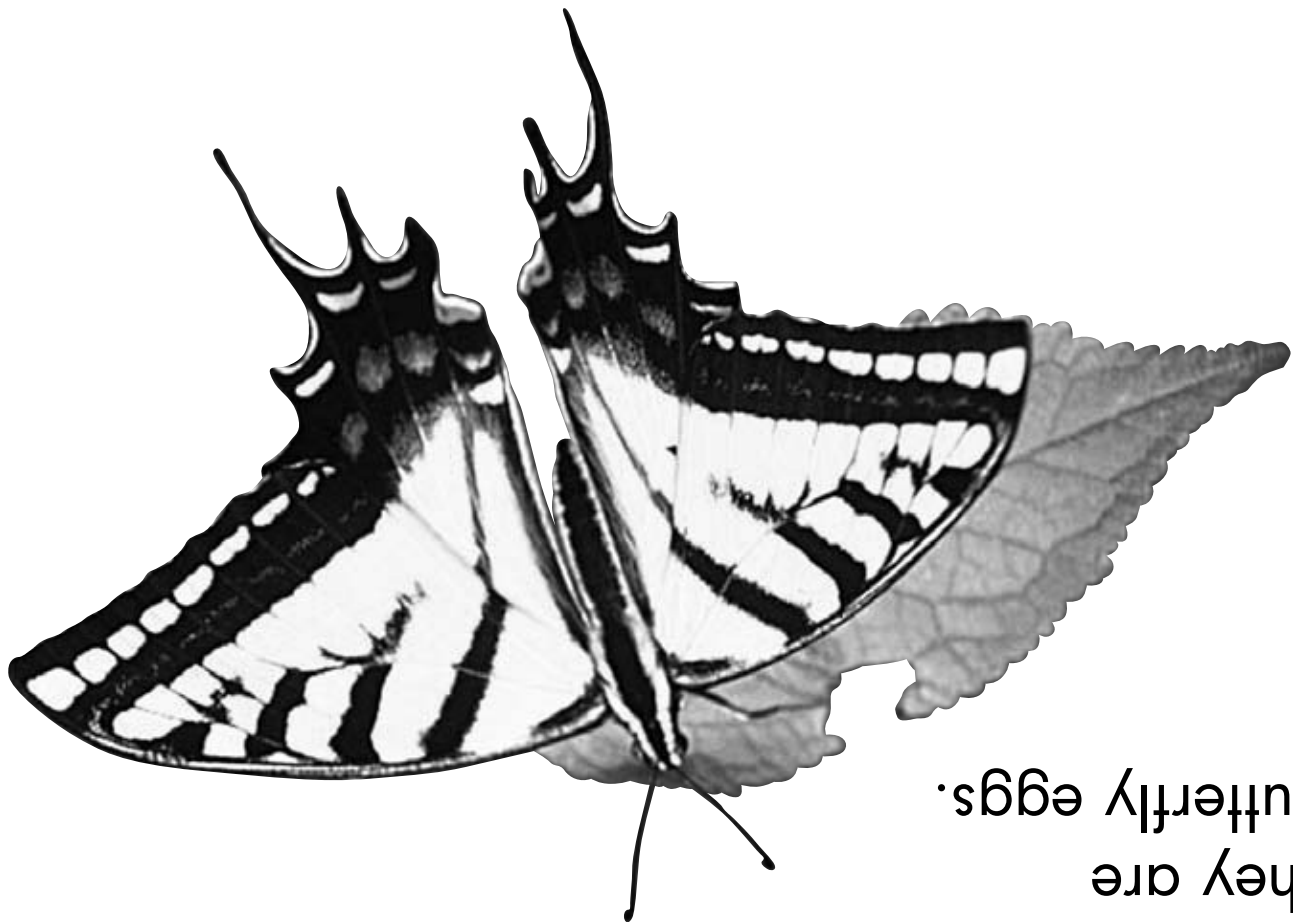


These tiny eggs are on the bottom of a leaf.
They can be round like pearls,
or they can be spiny.
Whose eggs are these?



5

9



They are
butterfly eggs.

There are many eggs
in this tiny case.
It looks like
light brown paper,
but it is made of silk.

Whose eggs are these?



7

They are spider eggs.
You can find them
near spider webs.



8



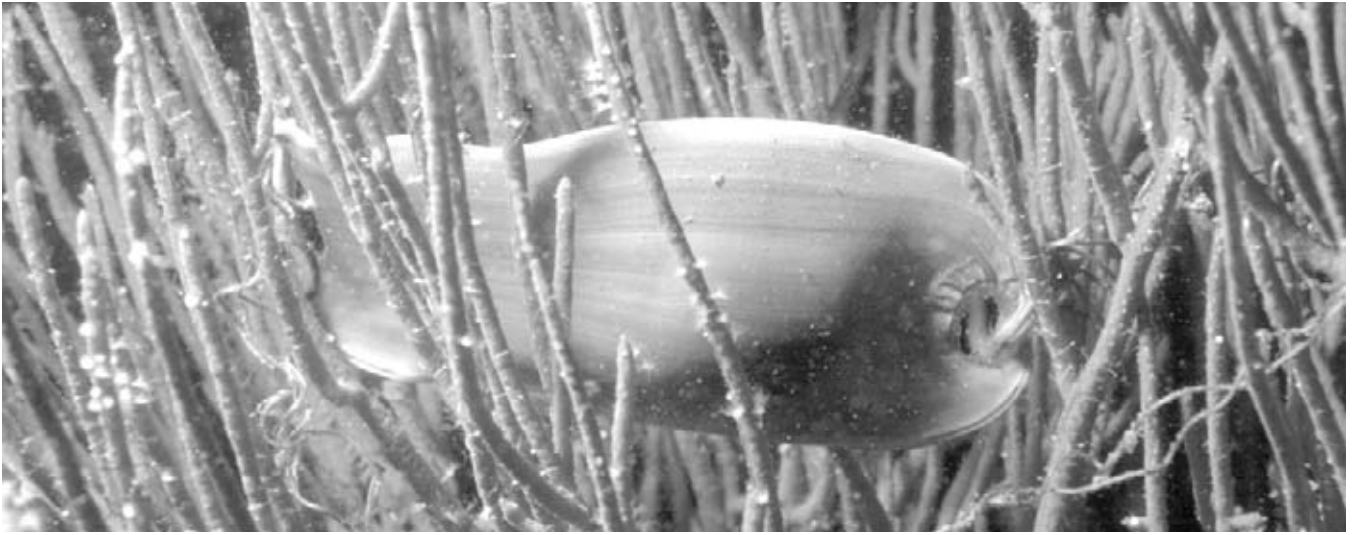
These large eggs aren't in a nest or case.
They sit on cold rocks.
But feathers help keep them warm.
Whose eggs are these?

9

These are penguin eggs.
Penguins keep eggs warm
with their feet and feathers.

10

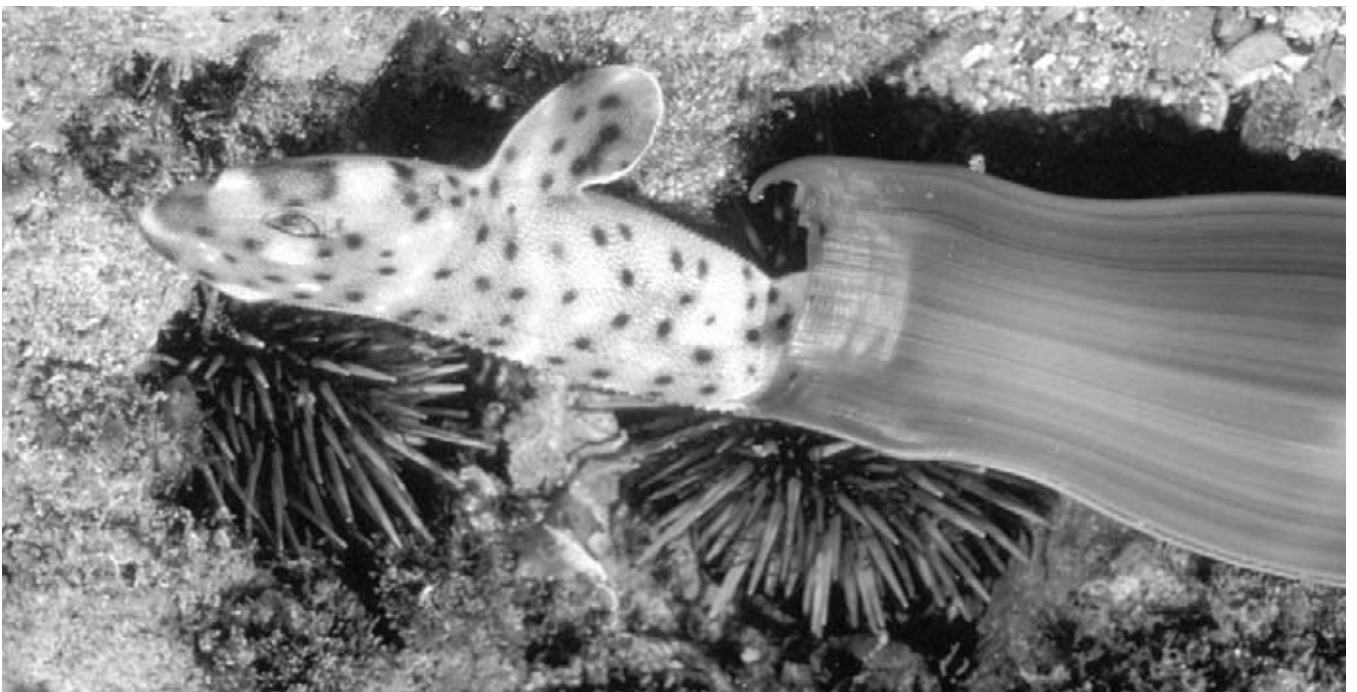




This strange egg floats in the ocean.
It is inside a flat, square case.
Whose egg could this be?

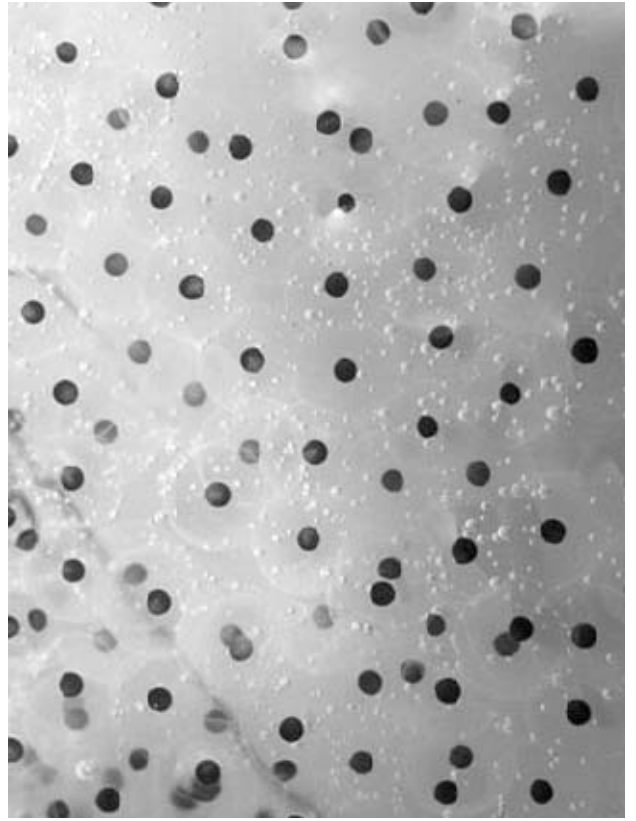
11

12
This is a shark egg.



These eggs float
on a pond.
There are tiny
fish-shaped things
inside each egg.

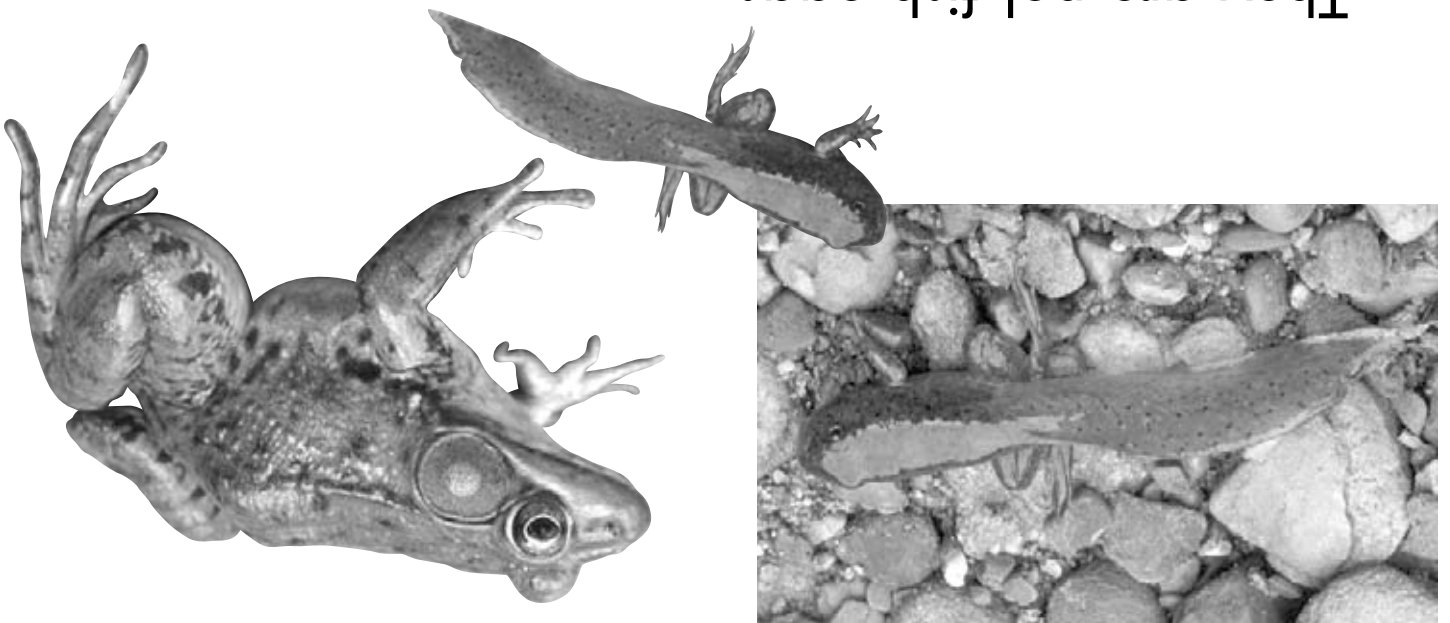
Whose eggs are these?



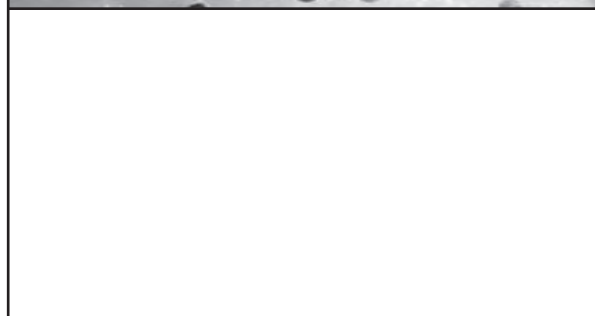
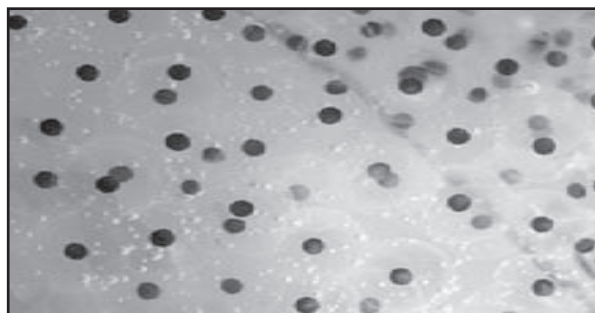
13

They are not fish eggs.
They are frog eggs.
The fish-shaped things are tadpoles.

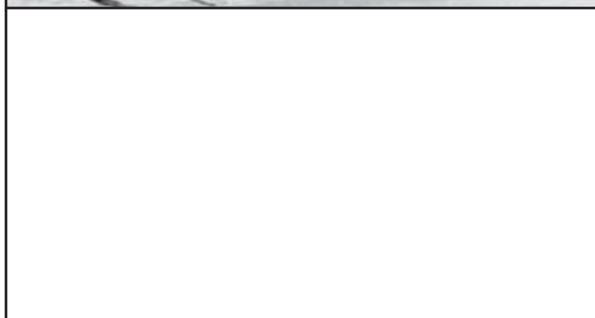
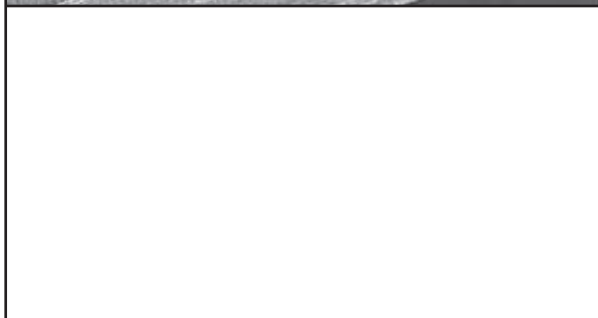
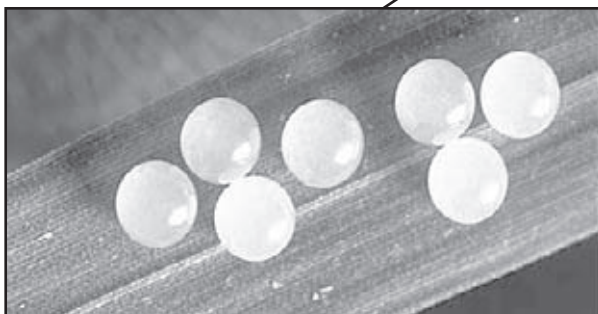
14



Name _____



Many animals
lay eggs.



WHOSE EGGS ARE THESE? • LEVEL G • 1

SKILL: MAIN IDEA AND DETAILS

INSTRUCTIONS: Read the main idea with students. Have them draw and label in each box the animal that belongs with each kind of egg.

Name _____

sk

sl

sn

sp

st

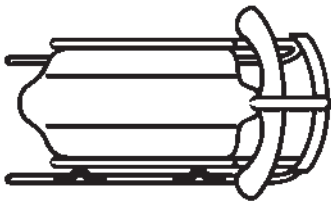
sw







WHOSE EGGS ARE THESE? • LEVEL G • 2



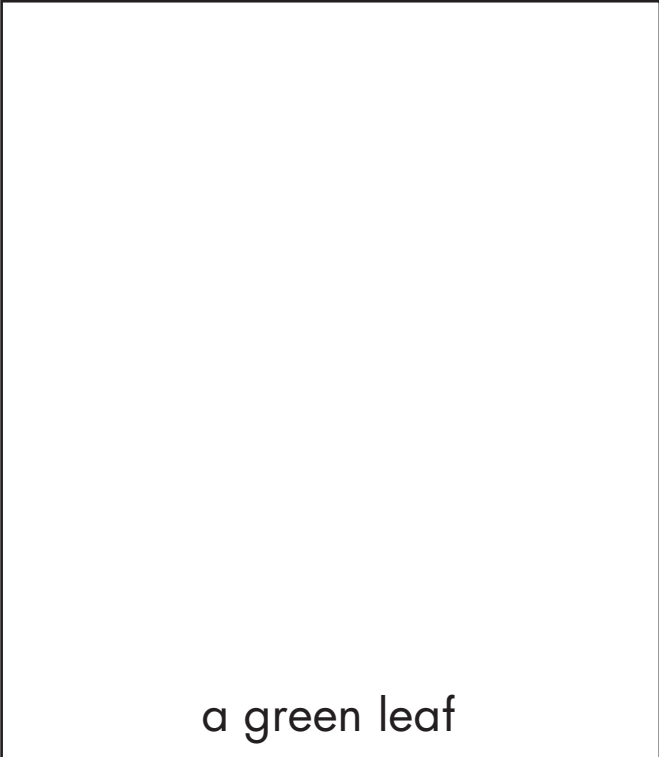
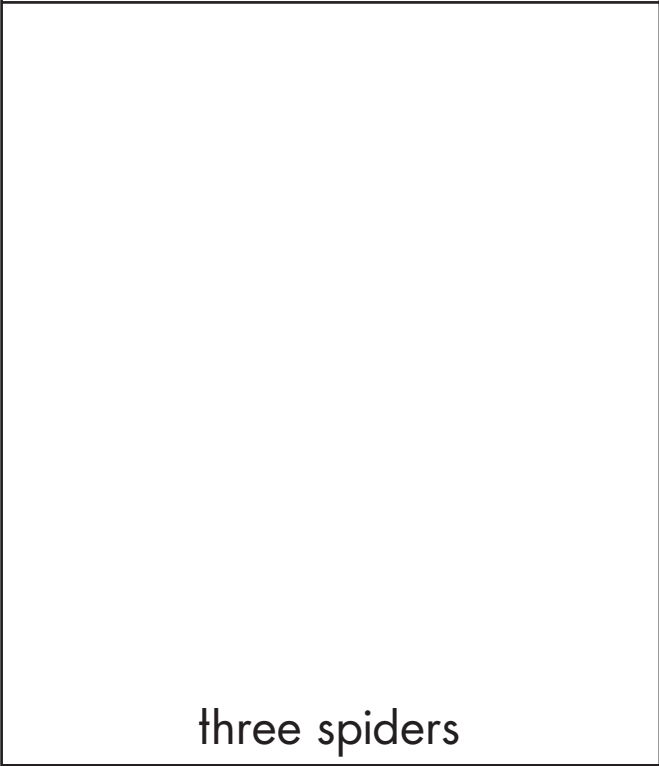




SKILL: S-FAMILY BLENDS

INSTRUCTIONS: Identify each picture with students. Have students write the s-family blend under each picture.

Name _____

 a green leaf	 a small nest
 three spiders	 a round rock

WHOSE EGGS ARE THESE? • LEVEL G • 3

SKILL: ADJECTIVES

INSTRUCTIONS: Read each phrase with students. Have them circle the adjective in each phrase. Then ask students to draw a picture that describes each phrase.

LEVELED READER • G

Ants, Ants, and More Ants

Written by Brian Roberts

www.readinga-z.com

Ants, Ants, and More Ants

A Reading A-Z Level G Leveled Reader • Word Count: 168



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LEVEL G	
Fountas & Pinnell	G
Reading Recovery	11-12
DRA	12

Correlation

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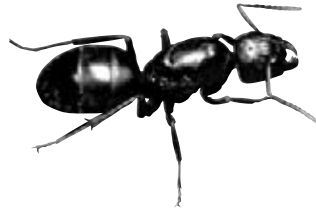
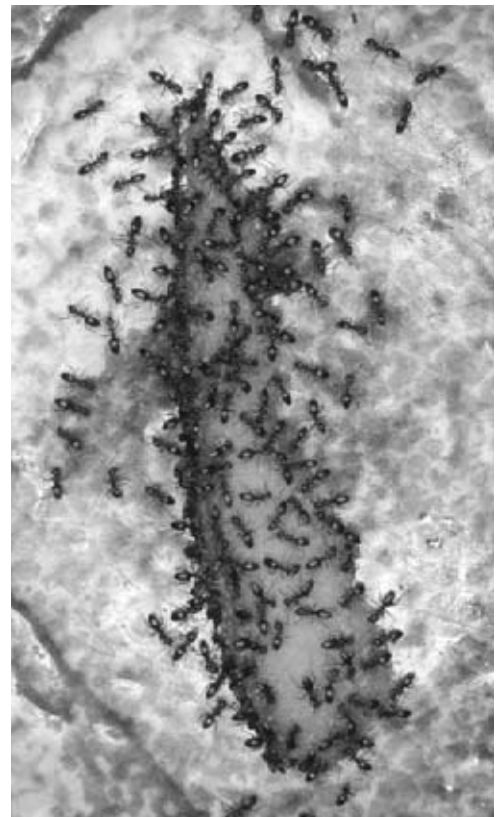
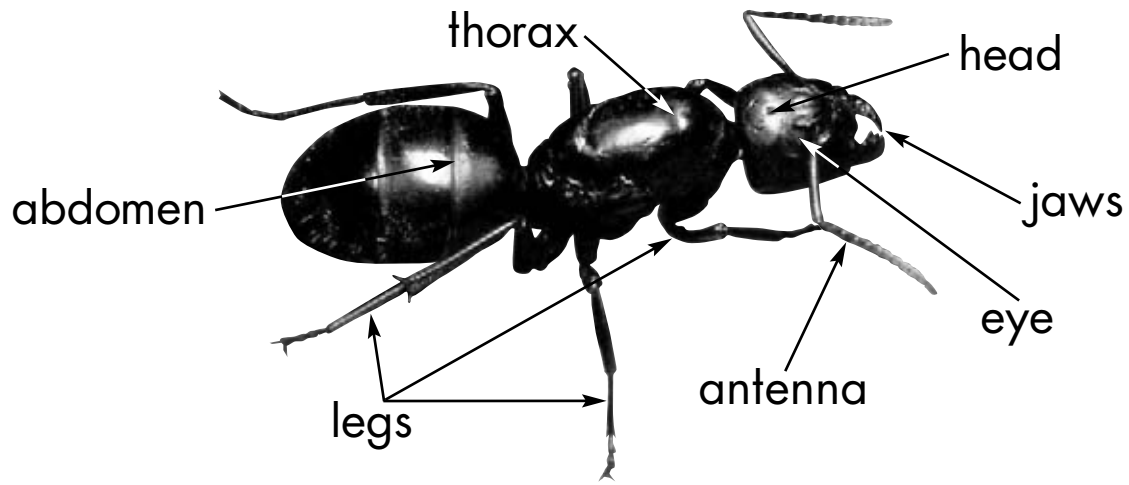


Table of Contents

Ants Everywhere!	4
What Do Ants Look Like?	5
Groups of Ants	9
Watching Ants	12

Ants Everywhere!
You can find ants in lots
of different places.
You can find them
in the grass and dirt
in your yard.
You can find them on trees
and in your home.





What Do Ants Look Like?

Ants are insects.

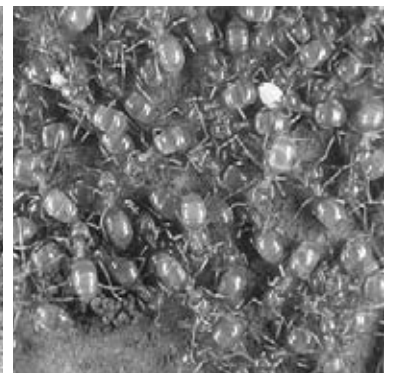
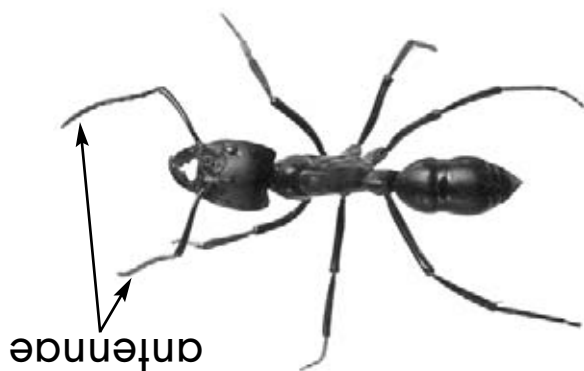
Their bodies have three parts,
and they have six strong legs.



5

6

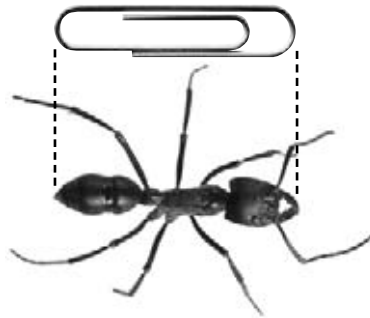
Ants can be different colors.
They can be black, brown,
red, green, or yellow.
Ants have two antennae
that they use to touch and smell.



Ants can be tiny or large.
The biggest ant is the size
of a paper clip.
Ants are very strong
for their size.



The biggest ant



The smallest ant →

7

8



Some ants have large,
strong jaws.
They use their jaws
to cut food and to fight.



Groups of Ants

Most ants build nests under or on top of the ground.

9

01



eggs

Different ants in the nest
have different jobs.
The queen ant lays
all the eggs.





Some worker ants take care of
the eggs and baby ants.
Some worker ants get food.
Soldier ants guard the nest.



11

Watching Ants
Ants are amazing animals.
You can have fun
watching ants at work.

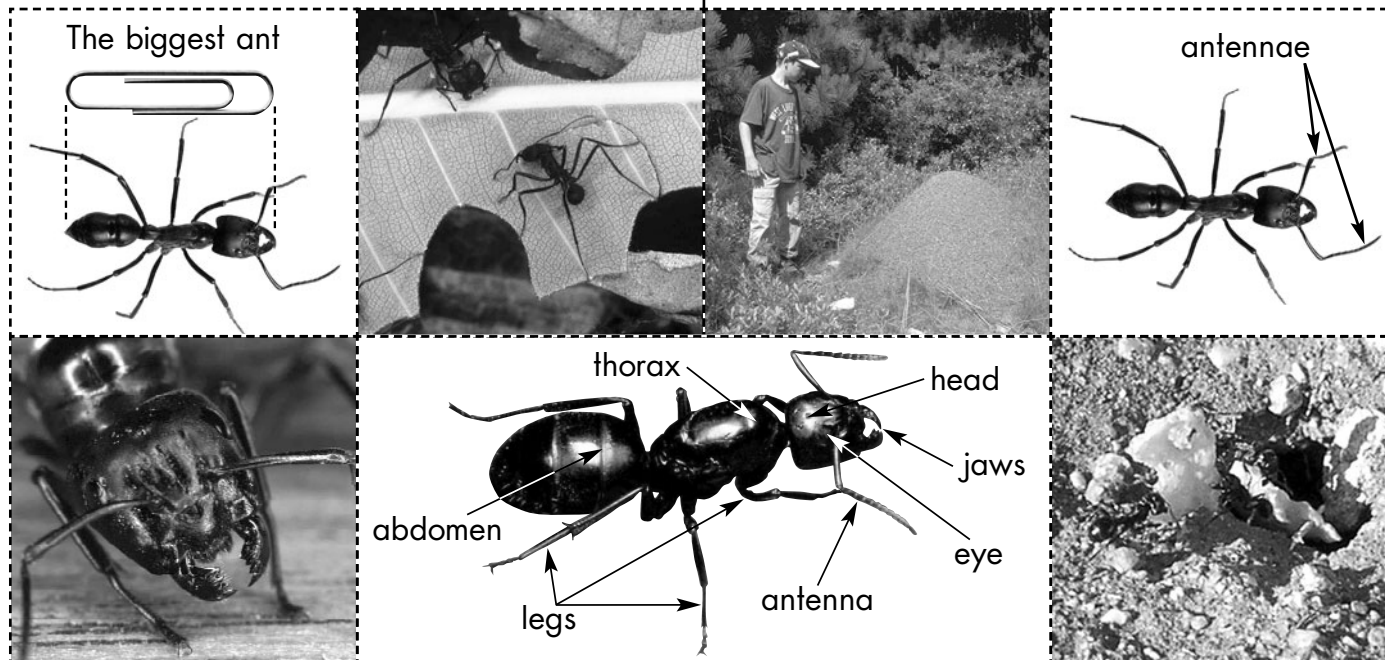
12



Name _____

INSTRUCTIONS: Have students cut out the pictures and put each one with the group it belongs to.

WHAT ANTS LOOK LIKE	PLACES ANTS CAN BE FOUND



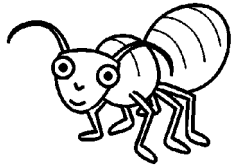
Name _____

INSTRUCTIONS: Have students write the blend they hear at the end of each word.

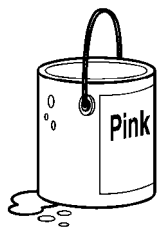
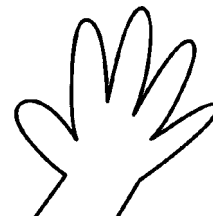
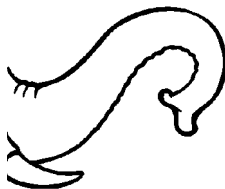
nd

nk

nt



nt



Name _____

INSTRUCTIONS: Have students use the clues and the words in the box to fill in the puzzle.

food	smell	strong
insects	eggs	six

1.					2.	
3.		4.				
				5.		
				6.		

Across

3. Ants are _____.
5. Some worker ants get _____.
6. The queen lays all of the _____.

Down

1. Ants have _____ legs.
2. Ants are very _____ for their size.
4. Ants use their antennae to touch and _____.

Animal Eyes

A Reading A-Z Level G Leveled Reader

Word Count: 161




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LEVELED READER • G

ANIMAL EYES



Written by
Pam Bull

www.readinga-z.com

ANIMAL EYES



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Front cover: Dog eye

Title page: Horse eye

Back cover: Squid eye

Page 4 (clockwise from top left): cat eye, lizard eye,
owl eye, alligator eye, spider eyes, snake eye

Animal Eyes
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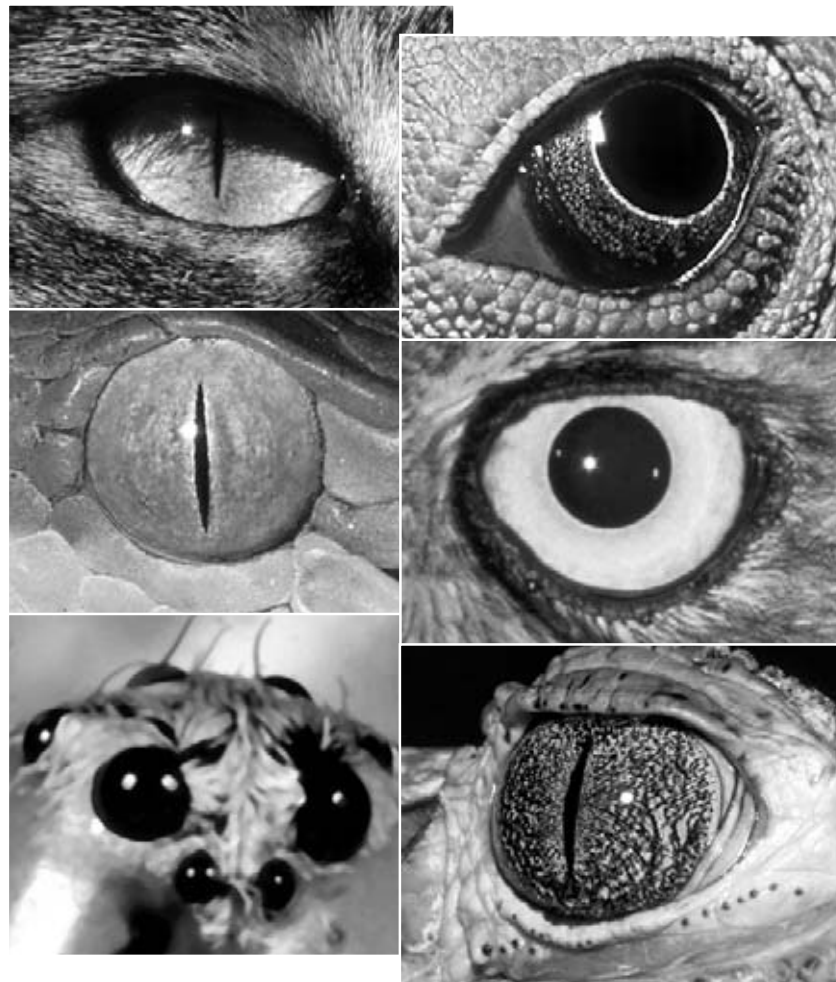
Correlation

LEVEL G

Fountas & Pinnell	G
Reading Recovery	11-12
DRA	12



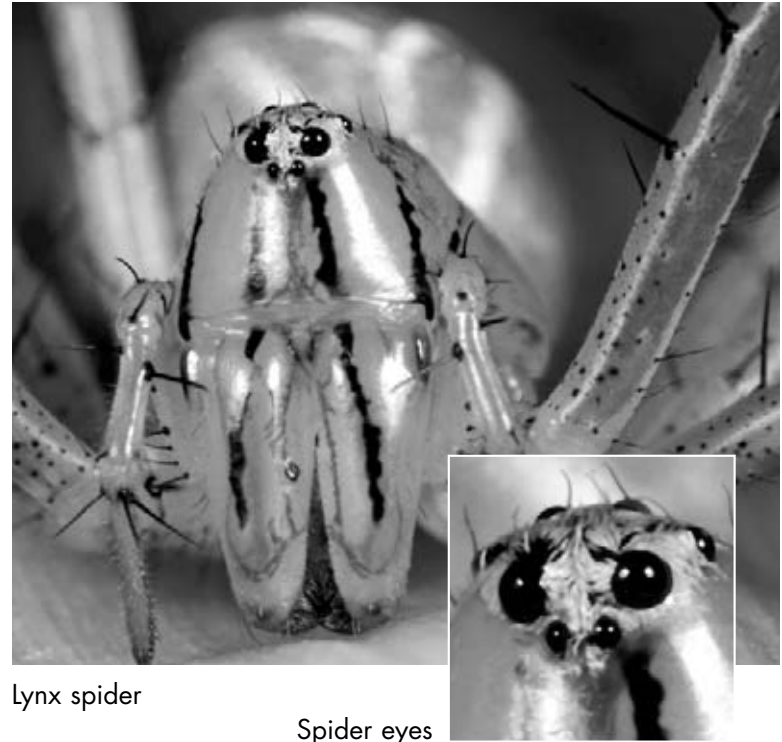
You use your eyes to see.
Animals use their eyes
to see, too.



Animal eyes can be
small or large.
Some animal eyes
can look very strange!



What animal has eyes
that look like this?



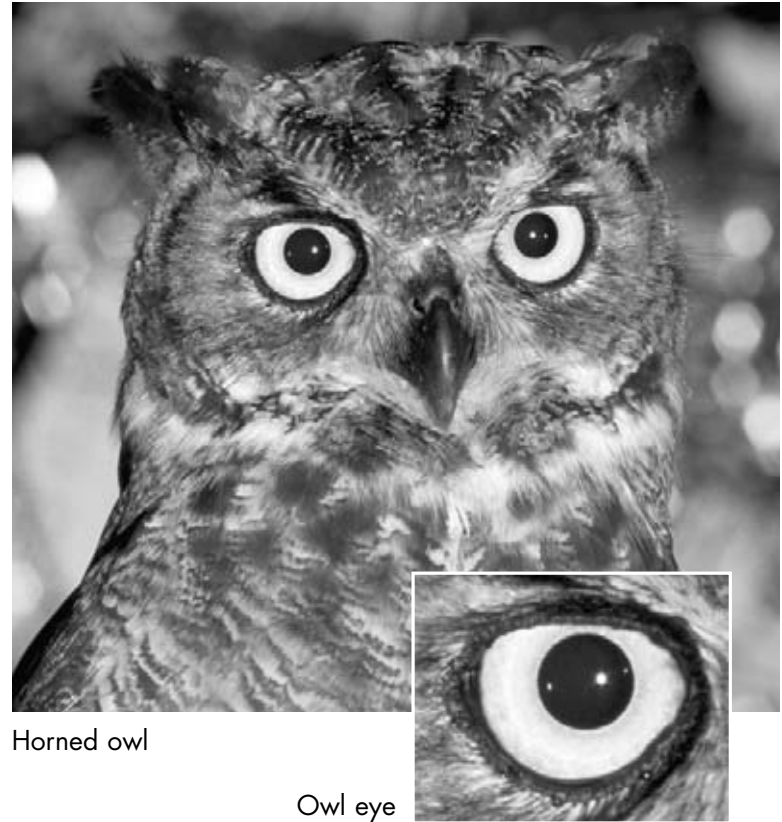
Lynx spider

Spider eyes

This spider does.
It has eight eyes
that look like little dots.
Most spiders can't see
very clearly.
But many spiders are very
good at seeing things move.



What animal has eyes
that look like this?



Horned owl

Owl eye

This owl does.
Its eyes help it
see well at night.
An owl cannot move its eyes.
It must turn its head
to look around.



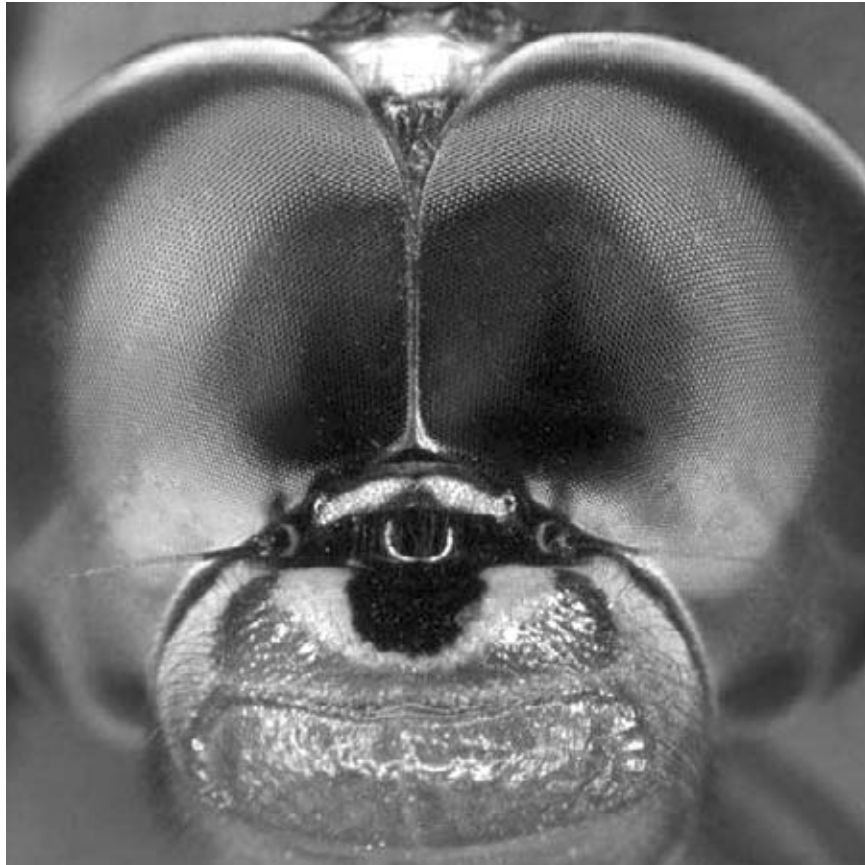
What animal has eyes
that look like this?



Chameleon

Chameleon eye

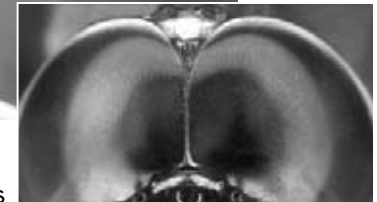
This kind of lizard does.
Each eye can look
in a different place.
The left eye sees one thing.
The right eye sees something
different at the same time.



What animal has eyes
that look like this?



Dragonfly



Dragonfly eyes

This dragonfly has eyes
that are made up
of many tiny eyes.
Dragonflies are very good
at seeing things move.

Index

chameleon, 9, 10

owl, 7, 8

dragonfly, 11, 12

spider, 5, 6

lizard, 10

Name _____

INSTRUCTIONS: Have students use their books to fill in the compare and contrast chart.

Animal	How many eyes?	What size are the eyes?
		
		
		large
		small
	many	

Name _____

INSTRUCTIONS: Write the s blend you hear at the beginning of each word.

st

sm

sp

sk

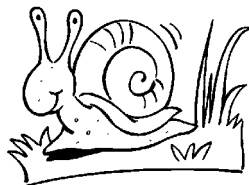
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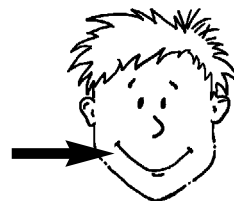
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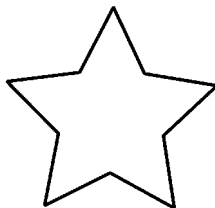


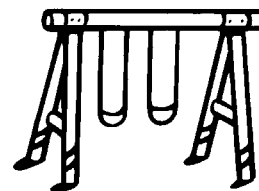
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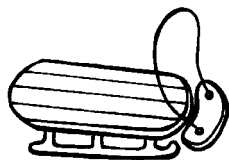










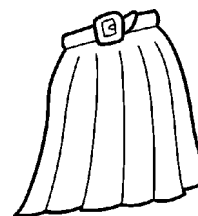












ANIMAL EYES • LEVEL G • 3

small lizard	spider eyes	owl dragonfly
-----------------	----------------	------------------

A crossword puzzle grid is shown, consisting of white squares for letters and black squares for empty space. The grid is 10 squares wide and 6 squares high. The numbered starting points are:

- 1: Top-left corner (Row 1, Column 1).
- 2: Top-right corner (Row 1, Column 10).
- 3: Middle-right (Row 4, Column 10).
- 4: Middle-left (Row 4, Column 3).
- 5: Middle-center (Row 4, Column 6).

Down

1. A _____ has eight eyes.

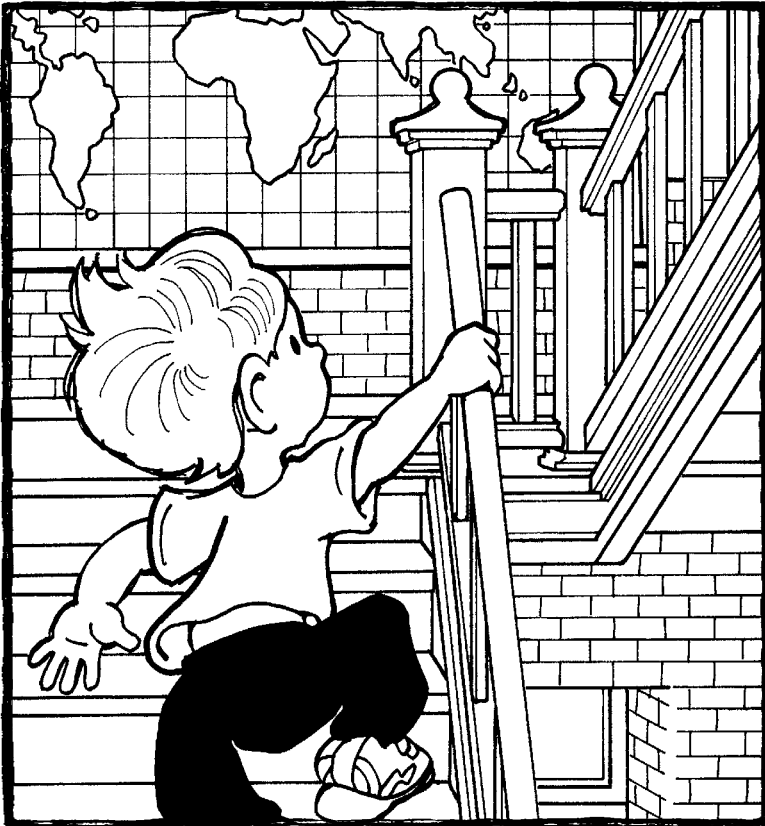
2. A _____'s eyes can look in different places.

5. An _____ cannot move its eyes.

Gordon Finds His Way

A Reading A-Z Level G Leveled Reader

Word Count: 179



Reading a-z

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LEVELED READER • G

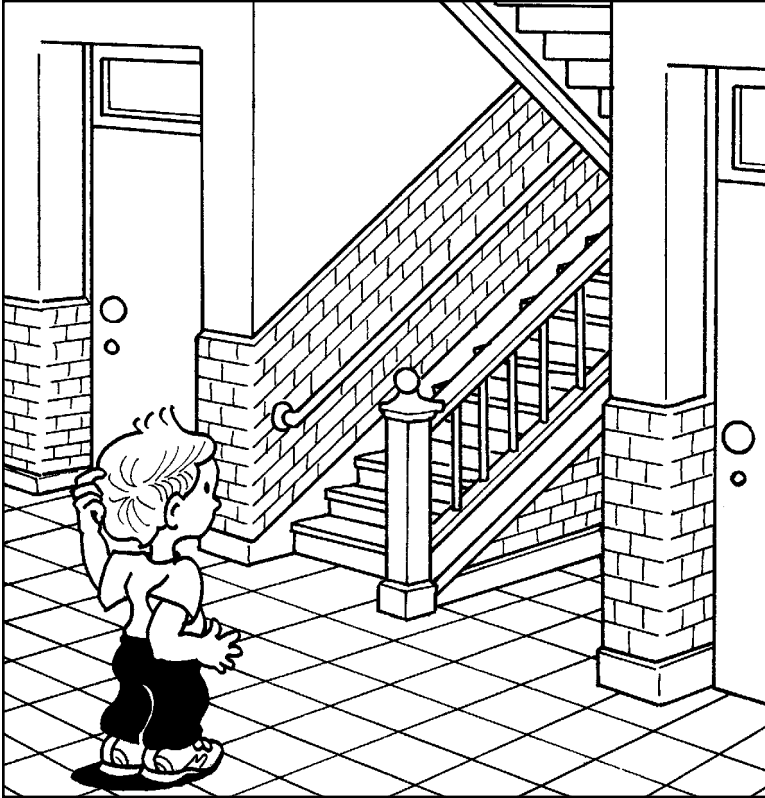
Gordon Finds His Way



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Gordon Finds His Way



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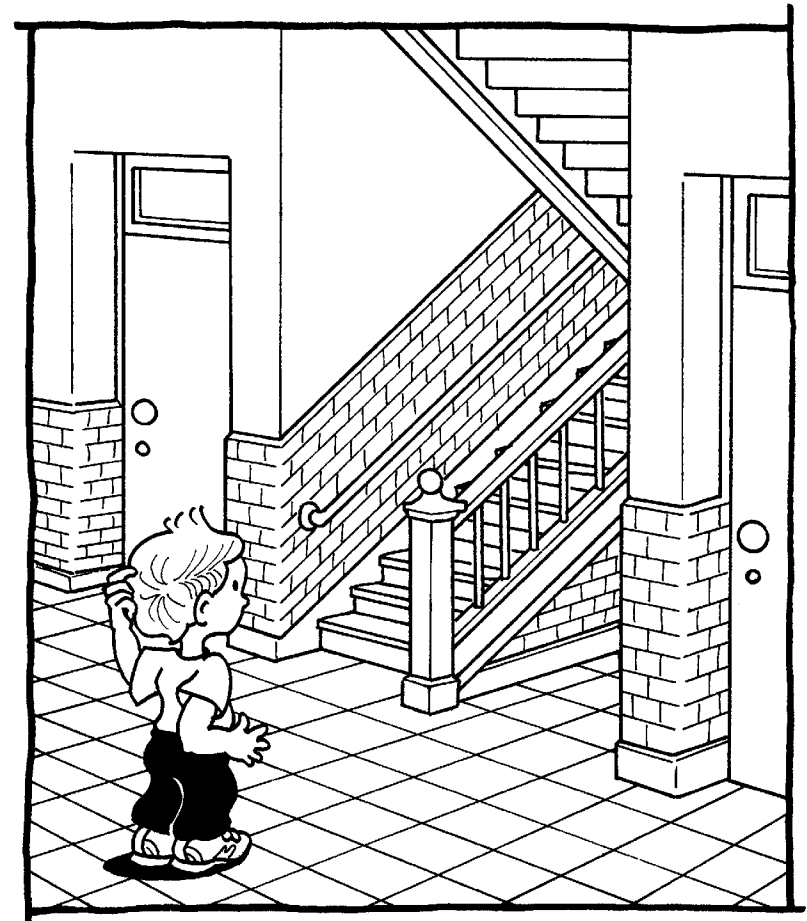
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Correlation

LEVEL G	
Fountas & Pinnell	G
Reading Recovery	11-12
DRA	12



Gordon stood alone
in the hall.
He hadn't heard the bell
to go inside.



He had to go to music class,
but he didn't know where
to go.
Gordon was a new kid
at school.



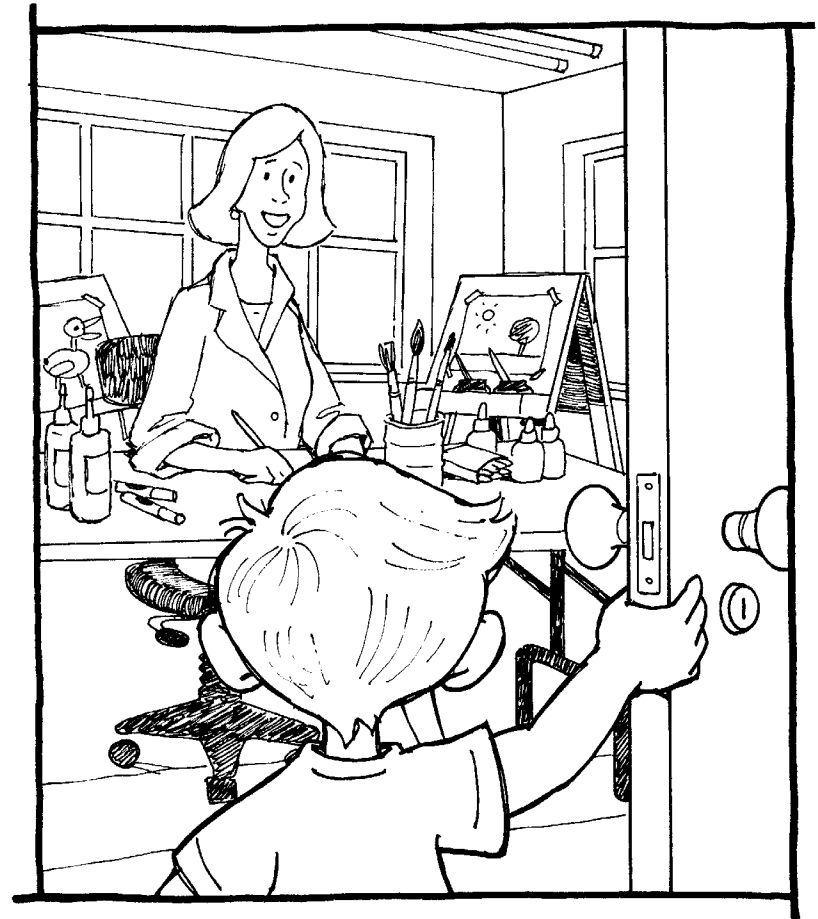
He knew the music room
wasn't on the first floor.
His classroom was on the
first floor.



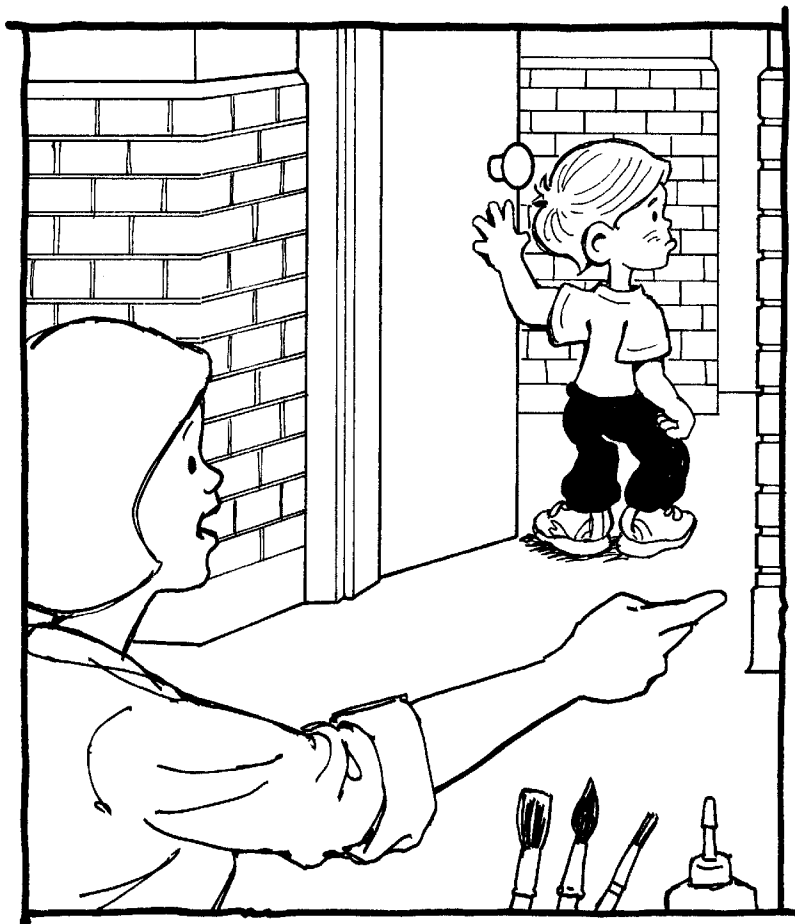
So, Gordon went up
the stairs.
He knew he had to hurry.
His teacher would be
worried.



At the top of the stairs,
Gordon turned right down
the hall.
On the left, he saw a door.
It might be the music room,
he thought.



No, it was the art room.
Gordon asked the teacher,
"Do you know where the
music room is?"
"Sure," the teacher said.



"Turn right out of this room.
Go past the stairs.
On your left, you'll see
a door like this one.
That is the music room."



Gordon thanked her
and hurried down the hall.
Gordon's teacher,
Mr. Lewis, was outside
the music room.

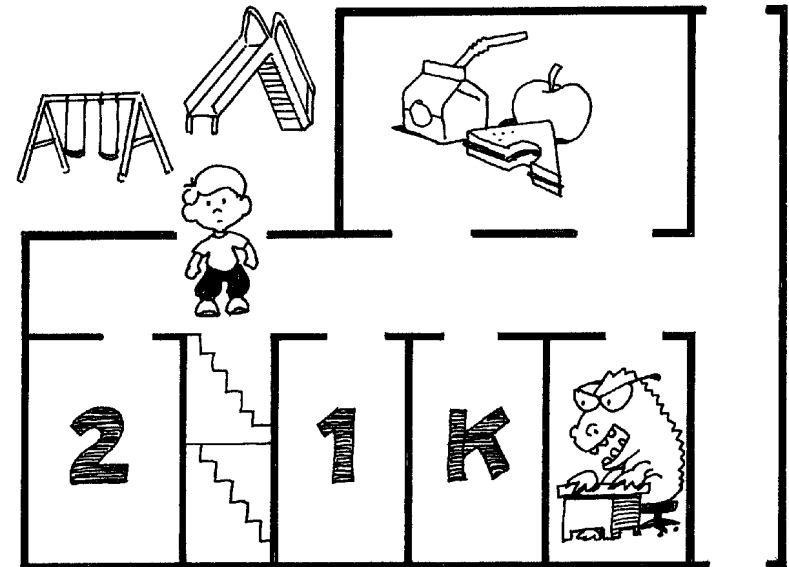


"There you are!" Mr. Lewis said.

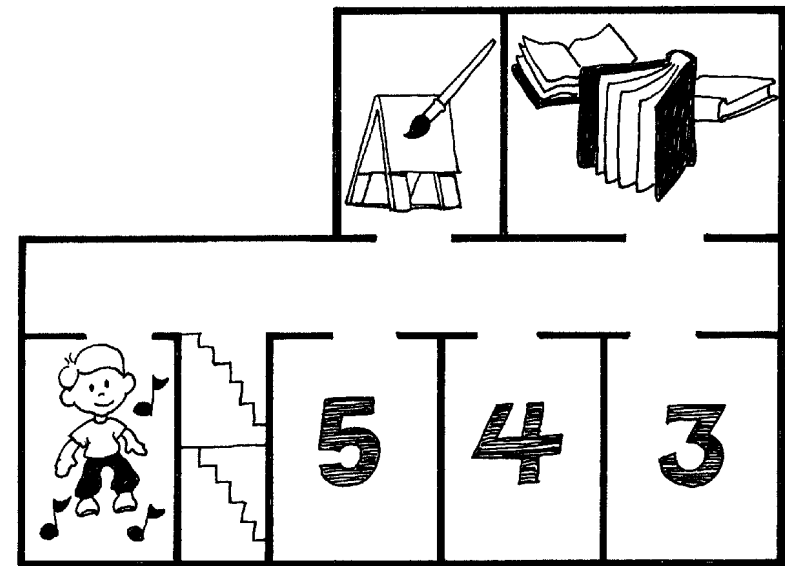
"Mr. Green asked me to find you."

Gordon smiled.

"I found you first!"



Map of Gordon's School



Name _____

INSTRUCTIONS: Have students refer to the book to answer the questions in each box.

What's the Problem?

What problem does Gordon have?

Why does Gordon have this problem?

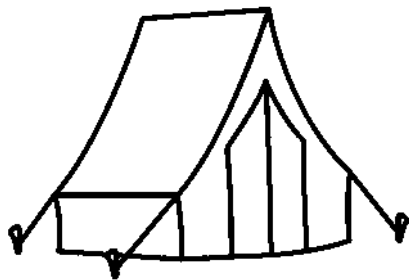
What might happen if Gordon doesn't solve his problem?

How is the problem solved?

Name _____

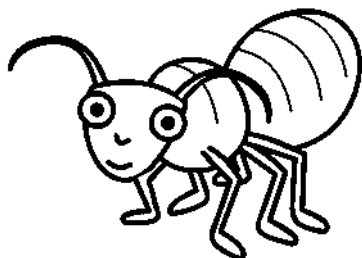
Reading a-z

INSTRUCTIONS: Name the pictures with students: *tent, hand, sink, ant, skunk, paint, wand, wink, pants*. Then have them write the picture names under each picture. Finally, have them circle the final blends in each word they have written.

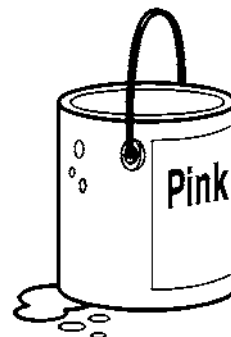


















Name _____

INSTRUCTIONS: Have students write the correct word for each sentence.

1. Gordon rides the bus _____ school.
(to, two)

2. The bell rings _____ times.
(to, two)

3. Gordon goes _____ class.
(to, two)

4. He has _____ pencils.
(to, two)

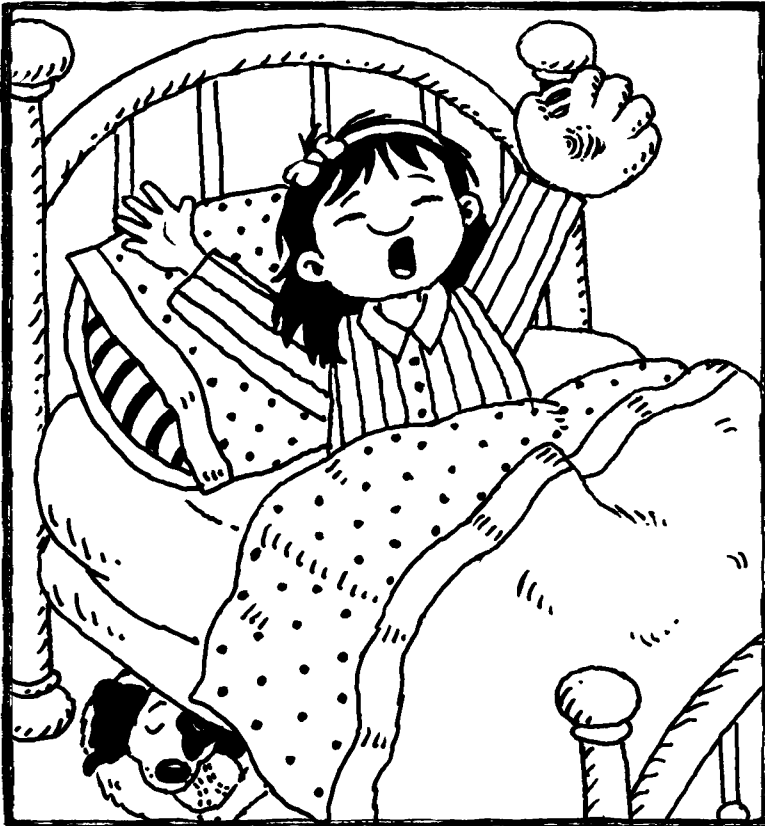
5. The teacher has _____ books.
(to, two)

6. Gordon walks _____ the bus stop.
(to, two)

Maria Joins the Team

A Reading A-Z Level G Leveled Reader

Word Count: 181

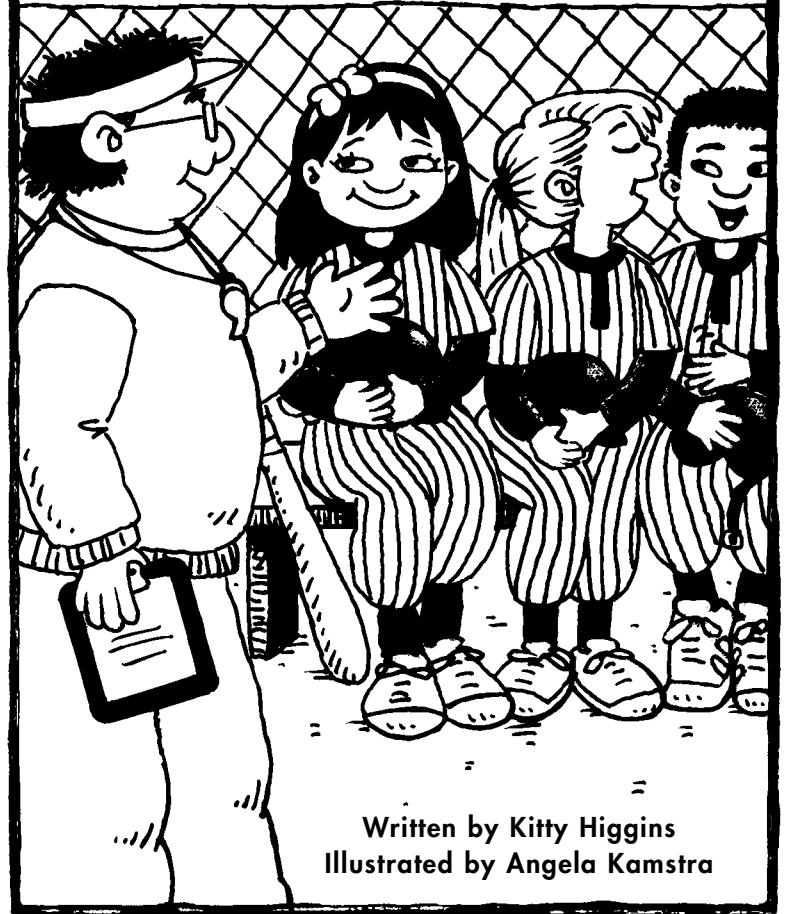


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Maria Joins the Team



Written by Kitty Higgins
Illustrated by Angela Kamstra

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Maria Joins the Team



Written by Kitty Higgins
Illustrated by Angela Kamstra

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Maria Joins the Team
Level G Leveled Reader
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Correlation

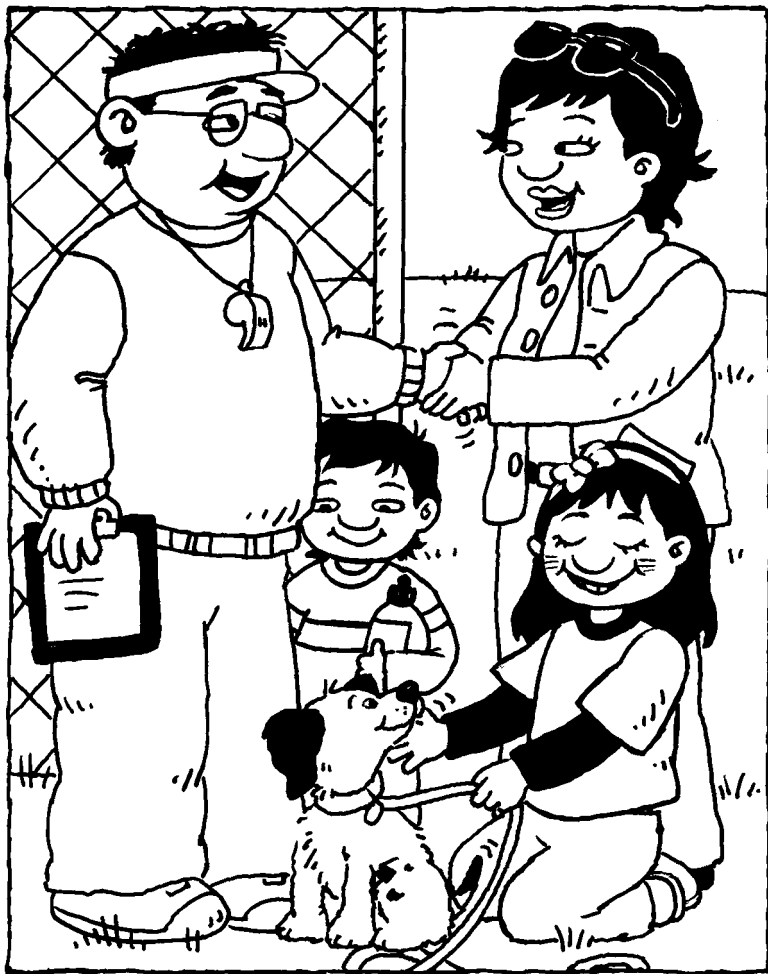
LEVEL G	
Fountas & Pinnell	G
Reading Recovery	11-12
DRA	12



Maria likes to play baseball.
She plays catch with her
brother, Luis.



The baseball coach asks Maria
to join the baseball team.
"We play at four o'clock
on Tuesdays," he says.



"Mom, I really want to play,"
Maria says. "Can I?"
Maria's mom says yes, and they
race home to tell her dad.



Maria wears her baseball mitt
to bed the night before her
first game.
She gets up to go to school,
and her mitt is still on.



At school, Amos gives Maria
a note.
The note asks her to come
to his birthday party.



"Oh, no! I can't come,"
Maria says.
"I have a big game that day."
"Maybe I could come to your
party instead."



Maria asks the coach that night.
"You can miss the game," he says.
"But the team will not have
a shortstop."



"I should not miss the game,"
Maria says.
"The team needs me."



It is the day of the big game.
All of Maria's family comes
to watch.



After the game, Amos comes
to give Maria a balloon.
He brings her cake, too!

Name _____

INSTRUCTIONS: Have students use the left side to write or draw the characters and setting from *Maria Joins the Team*. Have students use the right side to write or draw pictures of characters and settings in their own realistic fiction story.

Maria Joins the Team

Characters: Who was in the story?

Setting: Where did the story take place?

My Realistic Fiction Story

Characters: Who would the story be about?

Setting: Where would the story take place?

Name _____

INSTRUCTIONS: Have students list one baseball term and then draw a picture of it in each box.

Beanie and the Missing Bear

A Reading A-Z Level G Leveled Reader

Word Count: 155



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LEVELED READER • G

Beanie and the Missing Bear



Written by Dori H. Butler
Illustrated by Angela Kamstra-Jacobson

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Level G Leveled Reader
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Correlation

LEVEL G	
Fountas & Pinnell	G
Reading Recovery	11-12
DRA	12



My name is Beanie.
I am a detective.
That means I solve mysteries.



I have my first mystery to solve.
My sister Clare can't find her
bear.



Clare points at Dad's chair.
"I left my bear in that chair,"
says Clare.



I look on the chair, under the
chair, and behind the chair.
No bear.



Did you see that?
Our dog Chomps took that sock.
Maybe he took Clare's bear, too.



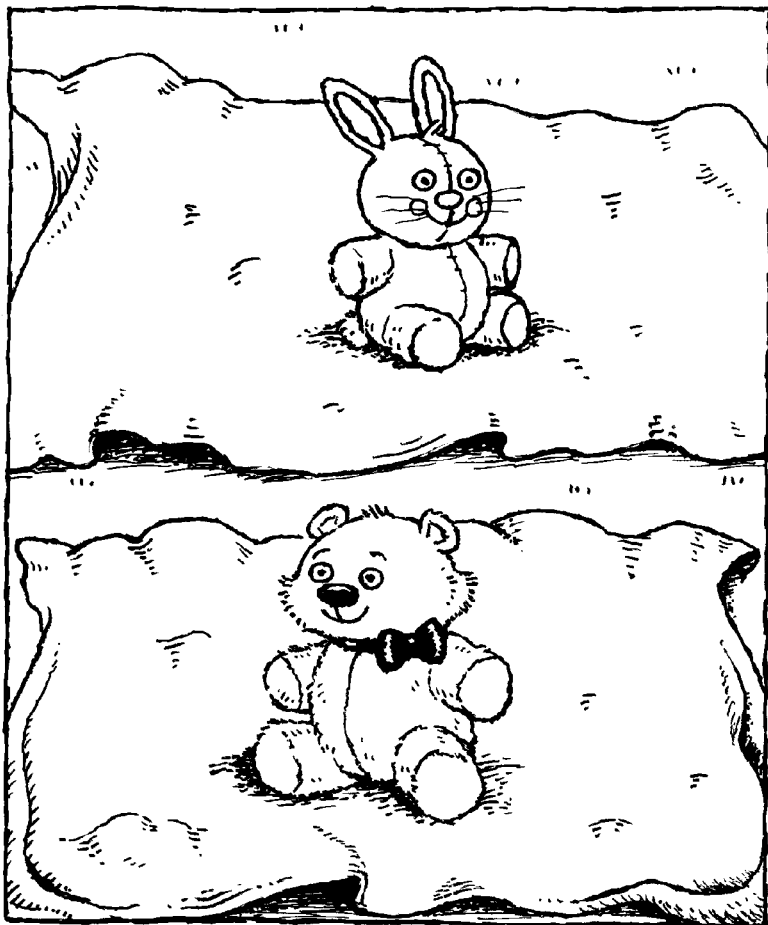
I follow Chomps.
I look in Chomps' bed.
I see a sock, a ball, and
Danny's rabbit.
But no bear.



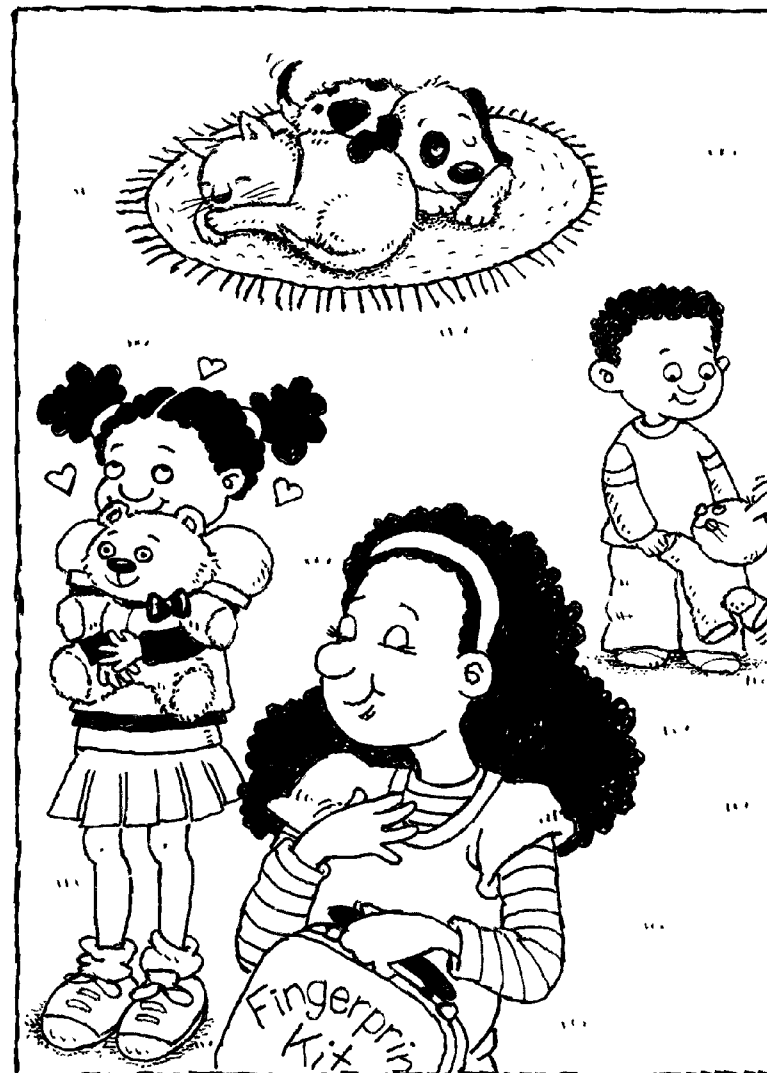
I give Danny his rabbit.
He puts it in a new blanket.
What about Danny's old
blanket?



There is something strange
about Danny's old blanket.
Do you see it, too?
"Please, Danny," I say. "May I
look at your old blanket?"



I open the old blanket.
"Hello, Bear!" I say.
Chomps did not take the bear.
It was Danny.
I solved the mystery.



Now Clare thinks I'm the best
detective in the world.
She could be right.

Name _____

BEANIE AND THE MISSING BEAR • LEVEL G • 1

SKILL: DRAW CONCLUSIONS

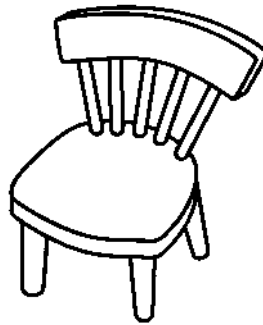
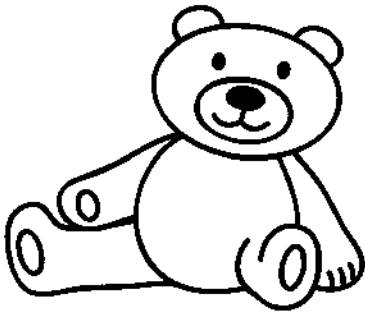
INSTRUCTIONS: Have students sketch at least three clues that they noticed or that Beanie used in *Beanie and the Missing Bear* to find Clare's bear. Discuss how Beanie used the information to draw conclusions.

Name _____

air

are

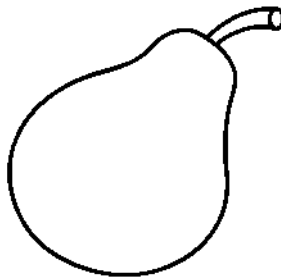
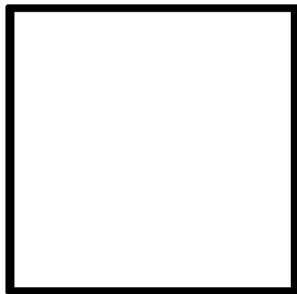
ear



b

ch

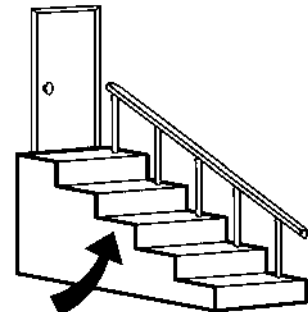
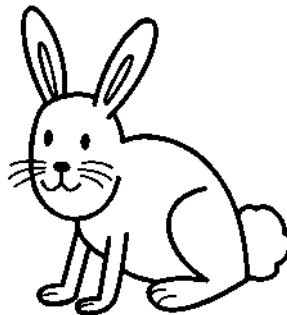
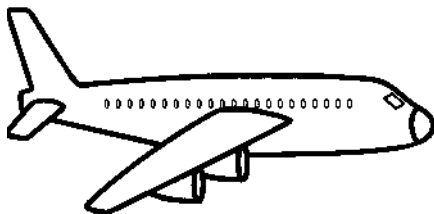
cl



squ

p

h



plane

h

st

INSTRUCTIONS: Have students complete the words below each picture by choosing the correct spelling for the *r*-controlled vowels from the three choices above.

Name _____

I have my first mystery to solve, says Beanie.

I can't find my bear, says Clare.

Beanie says, I will help you find your bear.

I left my bear in that chair, says Clare.

Chomps took that sock.

Danny, have you seen Clare's bear? asks Beanie.

Beanie asks, May I look at your old blanket, Danny?

Beanie says, Hello, Bear!

INSTRUCTIONS: Have students write quotation marks to show spoken words in the appropriate sentences. One sentence in the group does not need quotation marks.

LEVELED READER • G

Dogs at Work



Written by Kathie Lester • Illustrated by Joe Boddy

MULTI
level
G M P

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Dogs at Work

A Reading A-Z Level G Leveled Reader • Word Count: 180



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Dogs at Work



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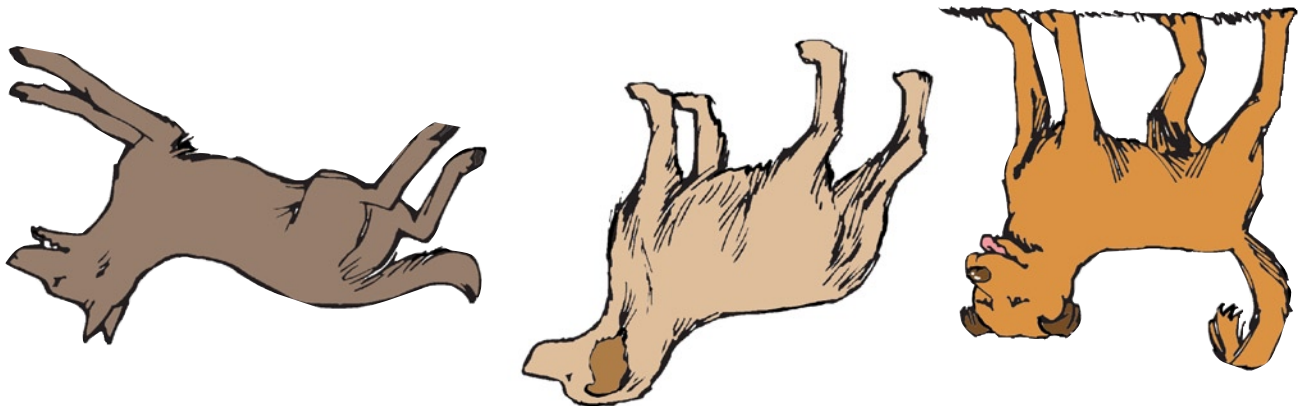
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Correlation	
LEVEL G	
Fountas & Pinnell	G
Reading Recovery	11-12
DRA	12

Dogs at Work
Level G Leveled Reader
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Table of Contents

Introduction	5
Dogs That Help People	6
Some Dogs Work Outdoors.....	8
Some Work Is Strange	9
Dogs Help Keep Us Safe.....	10
Conclusion	12



Introduction

Dogs are friendly and smart.

Dogs have natural senses.

Dogs' senses help them smell, see, and hear things.

Dogs are good at doing many things that help people.

Dogs can learn to do special types of work.



5

6

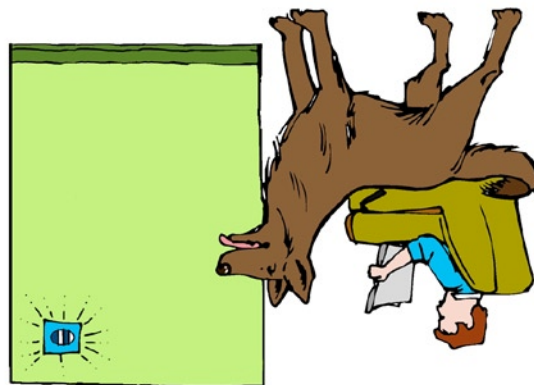
Dogs That Help People

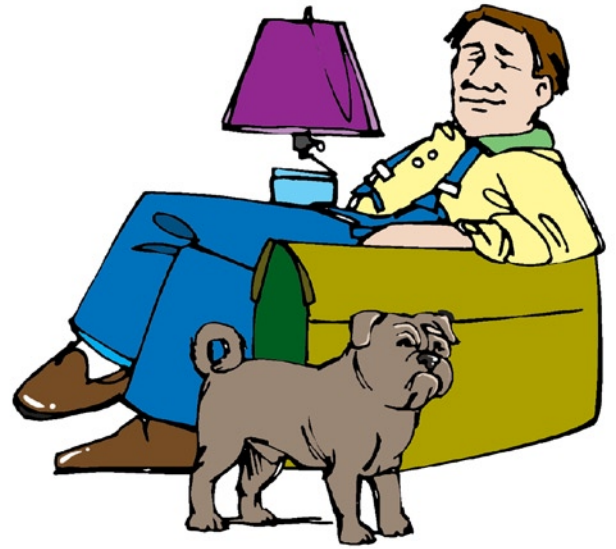
Some people can't hear.

A dog can listen for sounds.

Some people can't see.

A dog helps them walk safely.



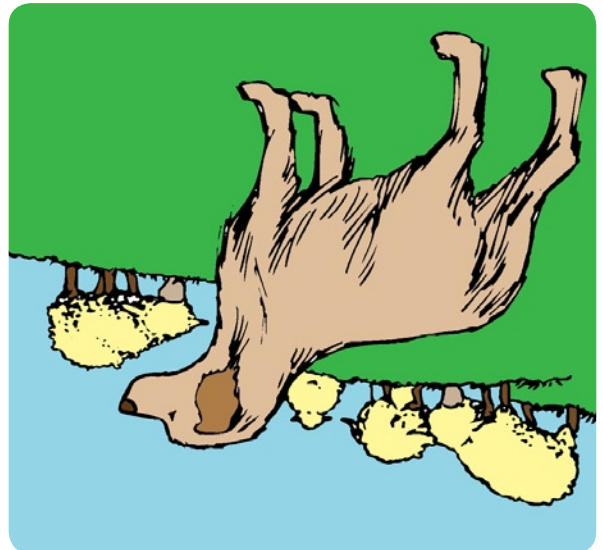


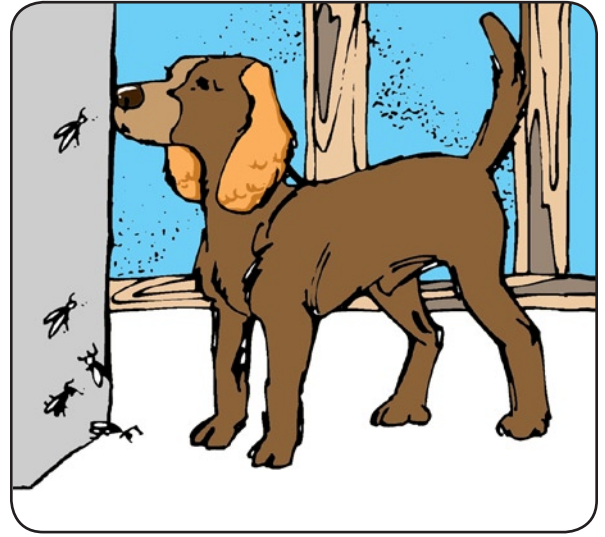
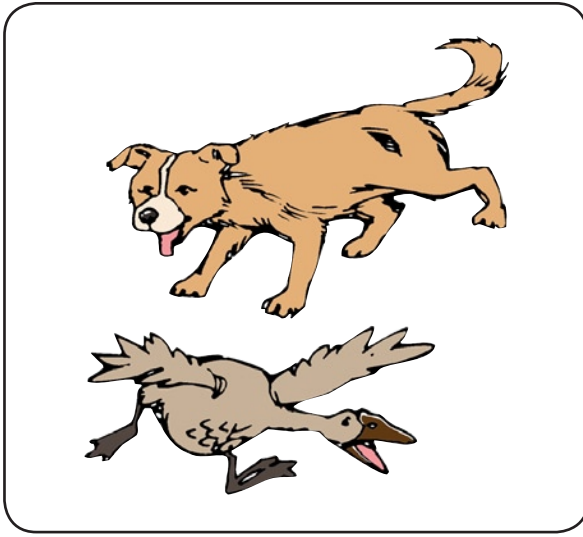
Some people can't move.
A dog can get things for them.
Some people feel sad.
A dog can make them smile.

7

8

Some Dogs Work Outdoors
A dog can bring home sheep that get lost.
A dog can help a hunter find wild birds.





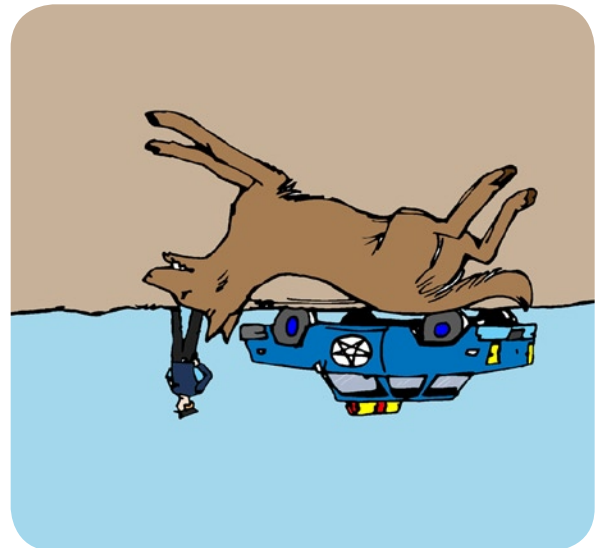
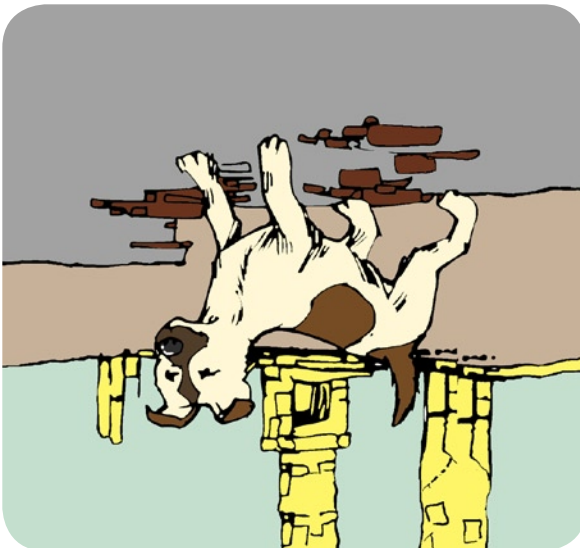
Some Work Is Strange

A dog can chase geese away from airports.
A dog can smell insects that harm buildings.

9

Dogs Help Keep Us Safe
A dog can help the police solve a crime.
A dog can help find out how a fire started.

10





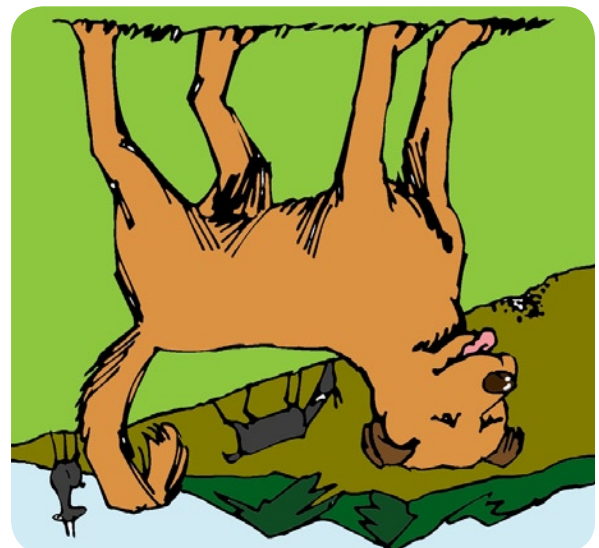
A dog can sniff to find out where drugs are hidden.
 A dog can jump in the water to help a swimmer.
 A dog can search for people who are lost or hurt.

11

Dogs can learn many jobs that help people.
 A dog's best work is to be a friend!

12

Conclusion



Name _____

INSTRUCTIONS: Read each main idea to students. Have students write supporting details for each main idea on the lines provided.

Main Idea: Why dogs are able to work

Supporting Detail

Main Idea: Dogs help people

Supporting Detail

Main Idea: Other kinds of dog work

Supporting Detail

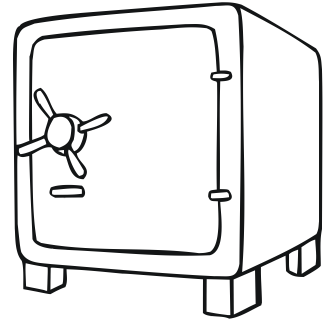
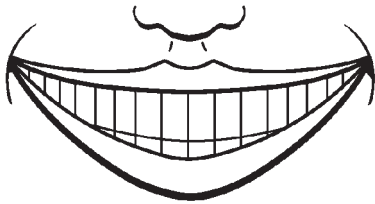
Name _____

INSTRUCTIONS: Have students write the letter *s* or *sm* blend for the sound they hear at the beginning of each word.

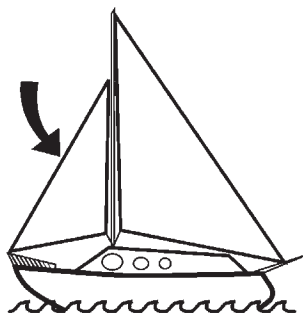
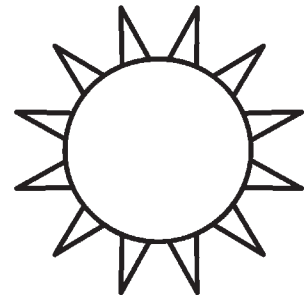
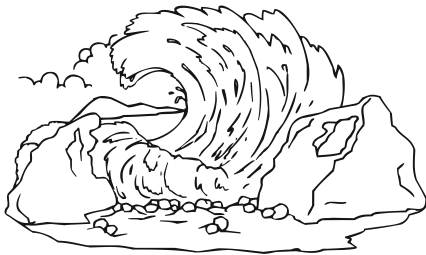
s

sm

DOGS AT WORK • LEVEL G • 2



sm



SKILL: INITIAL CONSONANT BLEND SM

Name _____

INSTRUCTIONS: Have students change each singular word to plural by adding -s or -es and write the new word on the line provided.

1. box

2. dog

3. wish

4. hand

5. match

6. boss

7. inch

8. marker

9. quiz

10. glass

LEVELED READER • G

Billy Gets Lost



Written by Francis Morgan • Illustrated by Angela Kamstra-Jacobson

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Billy Gets Lost

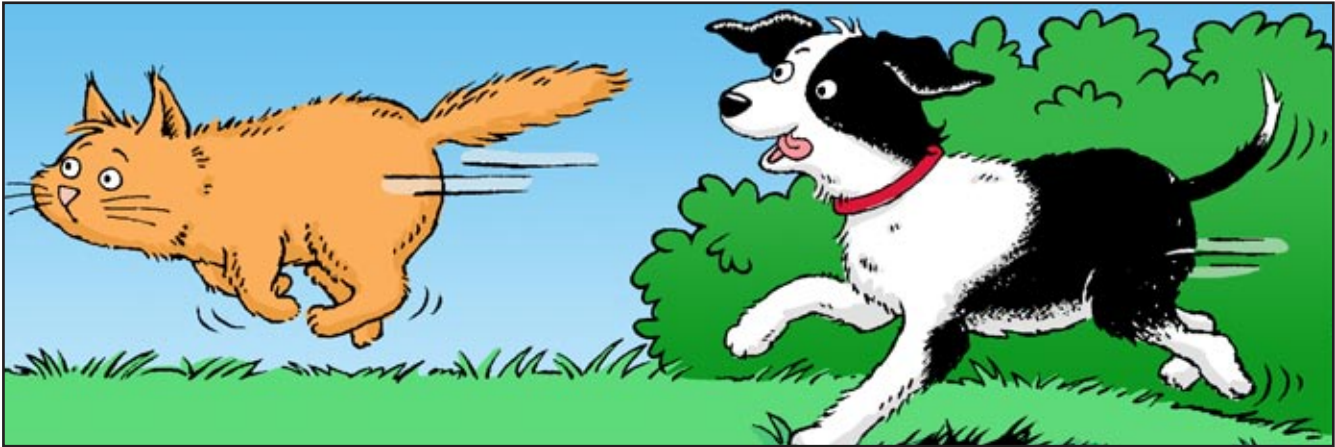
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Billy Gets Lost

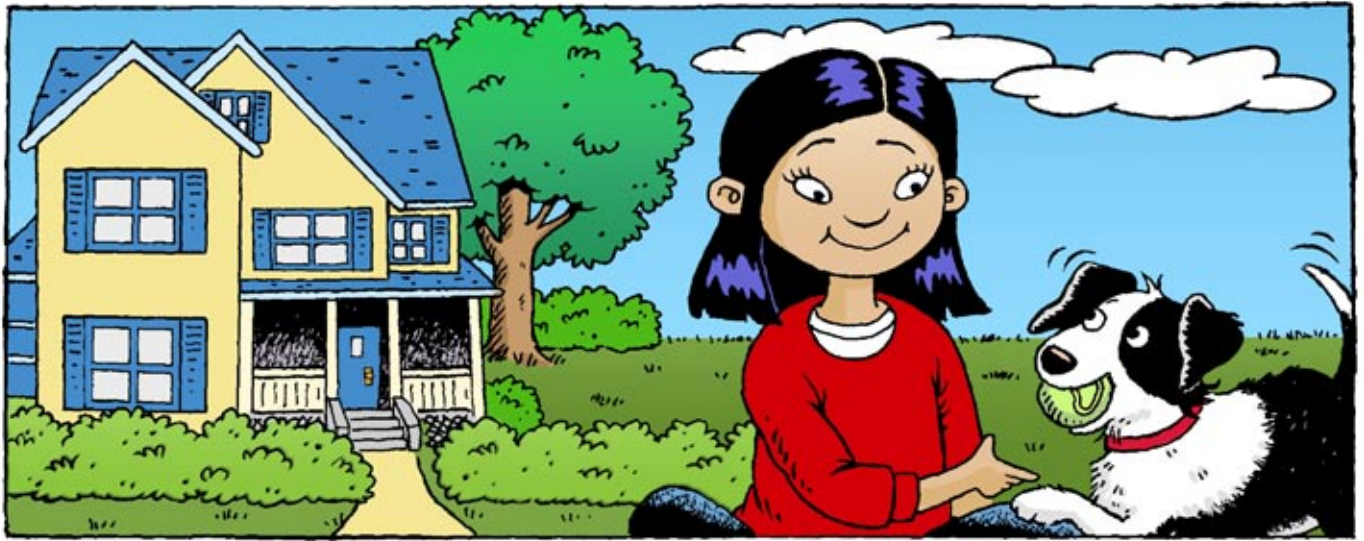


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Illustrated by Angela Kamstra-Jacobson
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12	DRA
11-12	Reading Recovery
G	Fountas & Pinnell

Correlation
LEVEL G

Billy Gets Lost
Level G leveled Reader
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Billy is a puppy.
 He lives in a big house with a blue roof.
 He loves to play fetch with Emmy.

3



Emmy throws the ball.
 Billy chases it.
 Then, Billy sees Cat.
 He drops the ball and chases Cat.

4



Cat runs down the street, and Billy chases him.
 Emmy cries, "Come back, Billy."
 Cat runs through a farm, and Billy chases him.
 Cat runs into the forest, and Billy chases him.

5

Cat climbs up a tree.
 Billy turns to go home.
 He cannot see the big house with a blue roof.
 "Oh, no, I am lost," Billy says.

6



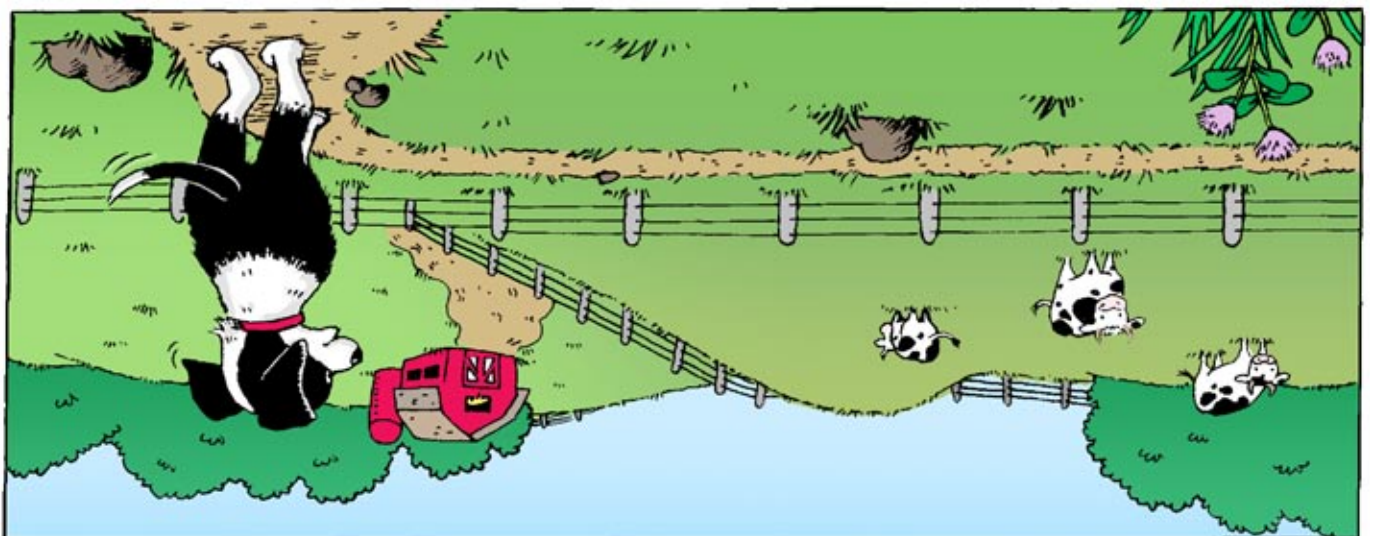


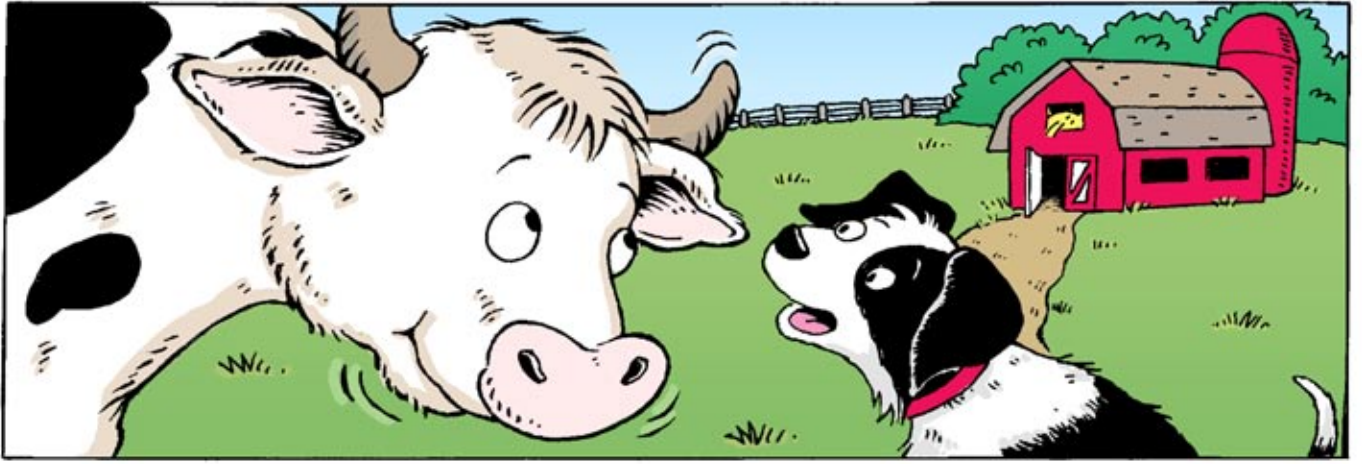
Billy runs down a path.
He sees Fox.
"How can I get home?" he asks Fox.

7

"I have never been out of the forest," says Fox.
"Ask Cow in the farmer's field," Fox says.
Billy runs to the farmer's field.

8





Billy says to Cow, "I am lost."
 "Do you know the way to my house?" Billy asks.
 "I have never been off the farm," says Cow.
 "Ask Owl," Cow says.

9

Billy goes to Owl in the barn.
 "Please wake up, Owl," says Billy.
 "I need your help," he says.
 "I am lost!" he cries.

10





"Do you know a big house
with a blue roof?" Billy asks.

"Yes, I do," Owl says.

Owl flies, and Billy chases her.

11

Then, Billy sees Emmy at the big house
with a blue roof.
"Thank you, Owl," says Billy.

12



Name _____

Page 4

Pages 5 to 7

BILLY GETS LOST • LEVEL G • 1

Pages 8 to 10

Pages 11 to 12

SKILL: VISUALIZE

INSTRUCTIONS: Have students draw what they visualized in their mind for the pages in the boxes provided.

Name _____

Instructions: As you read, list causes in the left boxes and their effects in the right boxes.

Cause



Effect

BILLY GETS LOST • LEVEL G • 2

Cause



Effect

Cause



Effect

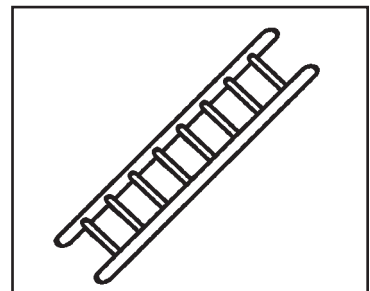
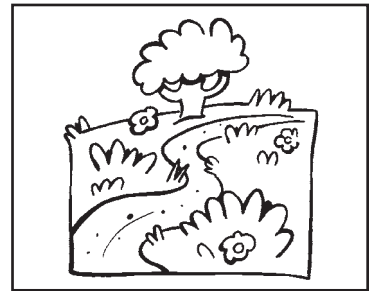
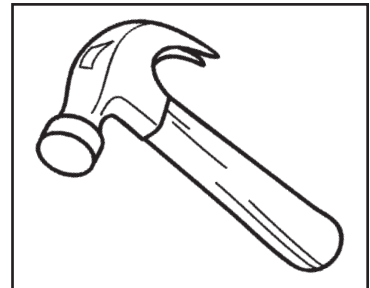
SKILL: CAUSE AND EFFECT

Name _____

INSTRUCTIONS: Have students choose the correct short /a/ word and write it on the line beside the correct picture.

ladder
raccoon

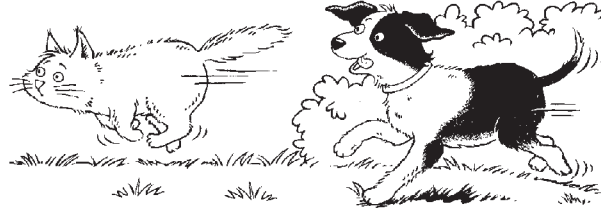
hammer
path



Name _____

Cat _____ down the street.

run



Billy _____ Cat into the forest.

chase

Emmy _____ fetch with Billy.

play

Cat _____ up a tree.

climb



Billy _____ Emmy in the yard.

see

INSTRUCTIONS: Have students add an s to the end of each verb and write the new word on the blank.